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ABSTRACT

Attitudes and educational needs of 3,849 high school students were assessed by means of a 65-item questionnaire. Background information, school issues, social issues, and personal issues were investigated. Changes that have occurred since 1970 were documented. Results include the following: a proportionally small number of minorities are seniors (27% compared with 42% sophomores); less than half of the students believe the races "get along well together," but students believe education is the most valuable way to improve race relations. Students believe the school should provide more help in basic subjects, that subjects should be made more interesting, and that drug and sex education should be taught. They worry about unemployment and receive inadequate career education. Students say they want teachers who can communicate with them. While a majority of students think a high school education is worthwhile, over a quarter are unsure or disagree. Some evidence indicates students' support for education has declined since 1970. (JLL)

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ED163303

PERCEPTIONS OF A CHANGING WORLD:

A Survey of
Ohio High School Students,
1975-1976

VOLUME 1

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PREFACE

In 1970, the Ohio Department of Education, Division of Planning and Evaluation, in conjunction with a consortium of other agencies, conducted a survey of Ohio high school students to determine their attitudes toward a variety of issues. This was a concerted effort to gather information on student attitudes over as broad a spectrum of issues as possible. Questions were asked about drugs in schools, school policies and their formulation, teachers' ability, media, Vietnam, the free enterprise system, protests, racism, and relationships with parents—in short, anything which might be of concern to a high school student in 1970. This information was compiled and reported in *Ohio High School Students Look at Their World.*

In March 1975, the Division of Planning and Evaluation decided to conduct a follow-up to the 1970 survey. This follow-up had two purposes: first, to see what, if any, changes had occurred in student opinions, and second, to determine student attitudes on a variety of issues seemingly relevant to young people today. The results of this follow-up study are the subject for this publication.

To assist in this effort, The American College Testing Program (ACT) was contracted with to handle the technical aspects of conducting the survey. Dr. E. James Maxey, Assistant Vice President, Research and Development Division, and his associates, Lee Wimpey and Richard Sawyer, deserve much of the credit for completion of the study. The results of the study, however, remain the responsibility of this office.

Although the report is highly descriptive of apparent high school student attitudes in Ohio, no attempt has been made to develop causal inferences. The study was not designed for this purpose and, indeed, its design is incapable of supporting such efforts. This is not to say, however, that the information could not act as a spur to further research efforts.

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CHAPTER I. INTRODUCTION

Because the citizens of Ohio are ultimately responsible for high school programs and facilities in their state, they must be informed of students' needs and attitudes. The purpose of this study is to assist them in this task by measuring the self-expressed educational needs of Ohio's high school students, as well as their attitudes toward themselves, their schools, and society. In addition, this study documents some of the changes in students' needs and attitudes that have occurred since 1970.

Methodology

In November 1975, a 65-item questionnaire was administered to a randomly selected sample of Ohio high school students. This sample was chosen to be representative of the schools' affiliation (public and private), racial-ethnic composition, and rural-urban characteristics, and of the students' grade level and sex. In December 1975 and January 1976, follow-up administrations of the questionnaire were held for students who did not complete the questionnaire the first time. The final resulting sample size was 3,849 students. A complete discussion of the statistical methodology related to the sampling is given in Appendix B of this report.

The data collected from the sample survey were computer analyzed to produce estimates of how all Ohio high school students would have responded to the questionnaire had a census been taken. In addition, estimates were computed for several statewide subgroups of students, such as males, females, sophomores, juniors, and seniors. A description of all the different subgroups used for analysis and a verbal summary of the results are given in Chapter III of this report.

Content of the Questionnaire

The survey questionnaire is reproduced as Appendix A. It consists of four major sections devoted to background information, school issues, social issues, and personal issues.

- The background information section measures demographic variables such as sex, age, and race; economic variables such as parents'

occupation and family income; and academic variables such as grade level and grade average.

- The school issues section assesses students' attitudes toward school rules, course offerings, grading systems, and disciplinary procedures. In addition, it measures students' future educational plans and their attitudes toward the usefulness of getting an education.

- The social issues section deals with students' confidence in our governmental and economic system; their attitudes toward alcohol, marijuana, and hard drugs; their acceptance of other ethnic groups; and their attitudes toward other current social issues.

- The personal issues section assesses students' personal values and priorities, disagreements with their parents, and career plans.

Related Studies

Similar surveys of young people's attitudes and needs have been conducted in the recent past. In order to obtain an idea of how Ohio high school students in 1975-76 compare to high school students from other locations and years, the results from these surveys will be compared where appropriate.

a. *Ohio High School Students Look at Their World (1970)*—the prececessor of the 1975 survey—was based on interviews of 1,097 Ohio high school students during the end of the 1969-70 school year. Several of the items of the 1975 survey have been carried over from the 1970 survey so that an accurate assessment can be made of the changes in students' attitudes. A major exception is that questions in the 1970 survey dealing with then current issues, such as the invasion of Cambodia and the Kent State demonstrations, have been replaced with questions about issues that are now current.

b. *The National Longitudinal Survey (NLS) of the High School Class of 1972*—a continuing, federal study—sought to discover what happens

to young adults after they graduate from high school, as reflected in their subsequent educational and vocational activities and aspirations. Data for this study were first collected in the spring of 1972 from approximately 18,000 seniors who were randomly selected to be representative of all seniors nationally. Selected comparisons will be made between results from the NLS and the results for 12th graders in the Ohio 1975 study.

c. *Scholastic Magazine* occasionally surveys junior and senior high school students across the nation. A few comparisons have been noted between similar items in the *Scholastic Magazine* polls and the 1975 Ohio survey.

d. *The Christian Science Monitor* (April 7, 1975) reported some data from a 1974 poll of 23,105 juniors and seniors across the United States, who were leaders and academic achievers. The survey was conducted by "Who's Who Among American High School Students." Some of these data are compared with the 1975 Ohio survey.

e. *The ACT High School Profile Report for Ohio* provides summary data for all students in the state of Ohio who completed the ACT Assessment on the first four national test dates of the testing year. Selected data are provided for the 1969-70 testing year and for the 1975-76 testing year. For 1975-76, 84% of the students were seniors, 13% were juniors, and 3% were "other." This breakout is not available for 1969-70. In 1969-70, the number of students included was 56,547; the 1975-76 number was 62,524.

Presentation of the Results of This Study

For the general reader, a section highlighting results on issues of special significance or great current interest is given in Chapter II. A detailed discussion of the results for each of the separate subsections of the questionnaire is presented in Chapter III. Implications of the results for educators and administrators are discussed in Chapter IV. Finally, detailed numerical tables of estimates are presented in Volume II for those users with special questions not answered in the summary discussions.

CHAPTER II. HIGHLIGHTS OF THE RESULTS

Background Information

- About 37% of the students are in Grade 10, 34% in Grade 11, and 29% in Grade 12.
- About 75% of all high school students describe themselves as "Caucasian American/White," 13% as "Afro-American/Black," and 12% as belonging to other racial-ethnic groups.
- About 30% of all sophomores come from a minority racial-ethnic background, compared to 21% of all seniors.
- About 91% of all students attend public schools and 9% attend private schools.
- *Public* school students major about equally often in general (42%) and academic or college preparatory (37%) programs, but *private* school students overwhelmingly major in college preparatory programs (72%).
- Private school students have higher grade point averages than public school students.
- Private school students' parents are better educated and make more money than parents of students in public schools.
- Overall, the racial composition of public schools and private schools is similar.

	Public School Students (91%)	Private School Students (9%)
	%	%
Grade Level		
10th Grade	37	36
11th Grade	34	33
12th Grade	29	31
Curriculum		
General	42	23
Academic	37	72
Vocational-Technical	21	5
Racial-Ethnic Background		
White	75	78
Black	13	15
Other minorities	12	7
Sex		
Male	50	50
Female	50	50
High School Average		
A to B	34	48
B to C	45	45
C or lower	20	8
Father's Education		
Not a high school graduate	24	7
High school graduate	35	25
Some college	13	16
College graduate	11	29
Beyond college	9	19
Don't know	7	4
Mother's Education		
Not a high school graduate	21	5
High school graduate	48	39
Some college	12	23
College graduate	9	22
Beyond college	5	7
Don't know	5	4
Family Income		
Less than $9,000	10	4
$9,000 to $15,000	19	15
$15,000 to $20,000	14	13
$20,000 to $25,000	9	12
$25,000 or more	12	23
Don't know	36	33

Figure 2.1 A profile of Ohio's high school students

School Issues

Instruction and Curriculum

- Students are generally satisfied with their school (63%), their teachers (62%), their classmates (69%), and the subjects they are taking (73%). In 1970, 62% of the students were generally satisfied with their school, 52% with their teachers, and 67% with the subjects they were taking.

- Nearly all students (91%) think their school should provide more help for students having trouble with subjects like math and reading.

- A majority of the students (66%) think their school should place more emphasis on vocational-technical programs.

- A majority of the students (57%) also think their school should place more emphasis on basic academic subjects (math, science, English, etc.).

- Students feel that teachers could best improve their instruction by making the subjects more interesting.

- Students believe that sex and drug education should be taught by school personnel (69% and 71%, respectively). In 1970, 50% of the students indicated that sex education was taught in their school, compared to 75% in 1975. In 1970, 42% of the students indicated that drug education was taught in their school, compared to 77% in 1975.

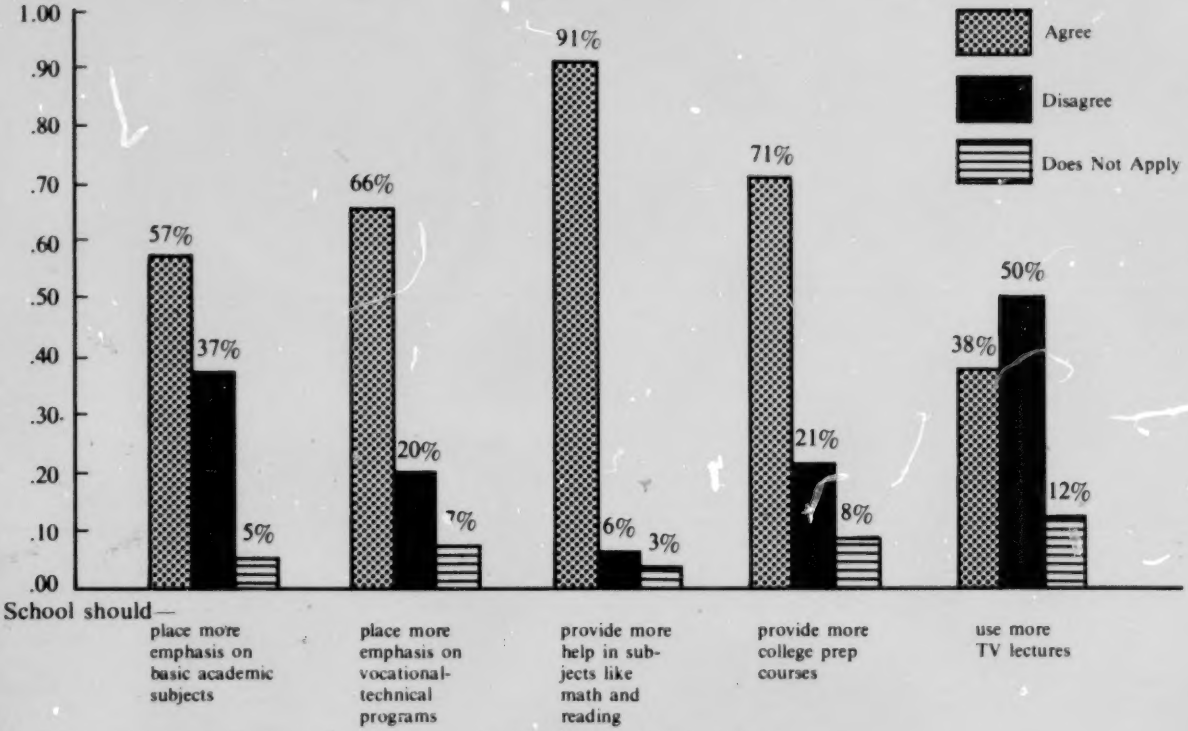


Figure 2.2 Preferences for school instructional and curricular policies

Grading Practices, Environment, and Policy

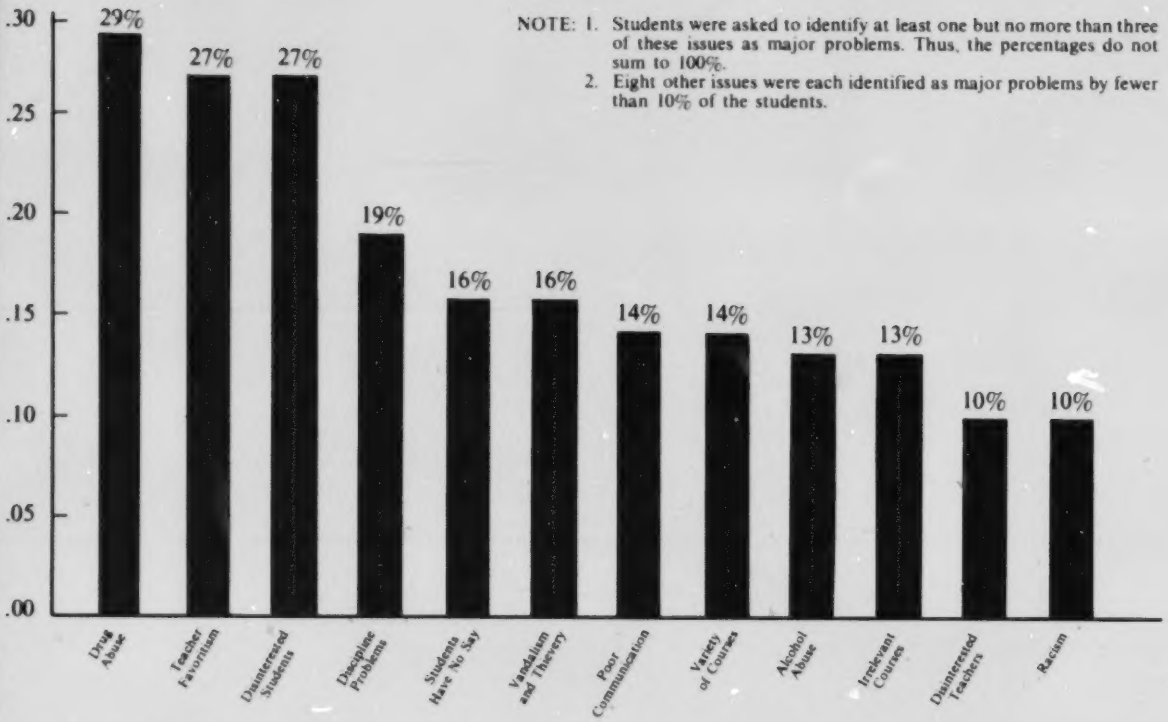
- About 43% of all students would not change their school's grading system (compared to 44% in 1970); 18% would permit students to retake courses in which poor grades were earned; 15% would prefer a pass/fail system; and 12% would report scores, not grades.

- Students believe that drug abuse, disinterested students, and teacher favoritism are the most serious problems at their school. In 1970, the three most serious problems listed by students were "disinterested teachers/inaccurate staff," "no communication/won't listen to students," and "school dress code/long hair."

- The things students like **most** of all about their school are sports and other students. In response to an open-ended question, the students in 1970 liked "other students/friendly atmosphere," "faculty/teachers," "extracurricular activities," and "sports/athletic programs" most of all.

- The things students like **least** of all about their school are the way discipline problems are handled and the dress and conduct rules. In response to an open-ended question, the students in 1970 liked least "teachers not progressive/too conservative," "other students/way kids act," "administration/principal/people who run school," and "curriculum/subjects."

- Slightly more students are dissatisfied with their student rights (43%) than are satisfied (41%).



NOTE: 1. Students were asked to identify at least one but no more than three of these issues as major problems. Thus, the percentages do not sum to 100%.
2. Eight other issues were each identified as major problems by fewer than 10% of the students.

Figure 2.3 Identify up to three of the major problems at your high school

Student Protests

- About 29% of the students indicate there had been a major student protest in the last year or two at their school. This compares with 25% of the students in 1970.

- The major issues in 1975 are smoking cigarettes on school grounds (46%), use of study halls (45%), and administrative decisions (10%). In 1970, the major issues were the school dress code and the Vietnam War.

- About 36% of the 1975 students attending schools where protests occurred participated in the protest. In 1970, only 15% participated.

- Only 29% of the 1975 students think the protest brought about any significant changes, compared to 40% in 1970.

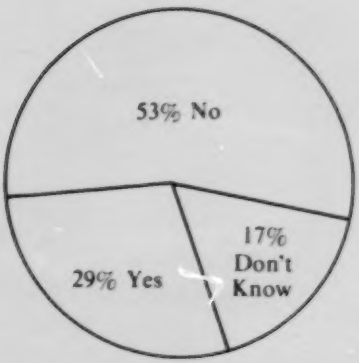


Figure 2.4 Have there been any major student protests in your school in the last year or two? (Percentages do not add to 100 because of rounding error.)

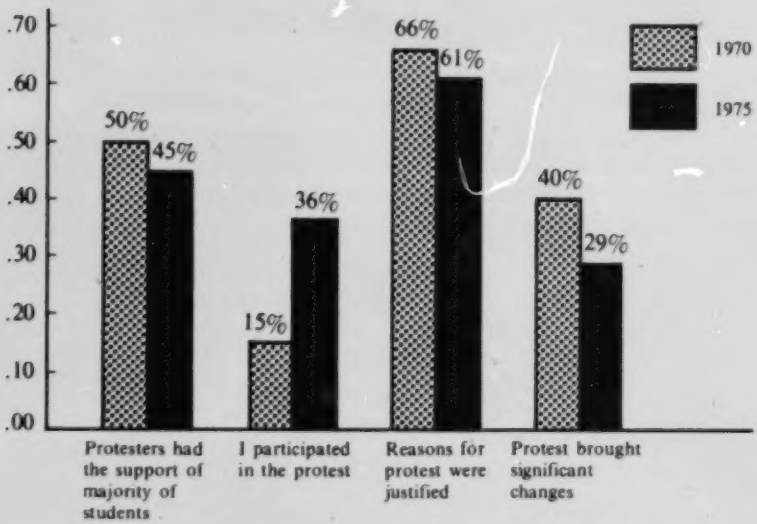


Figure 2.5 Opinions and activities of those who said major student protest had occurred

Counseling

- Students rate their counselors' advice "average" (39%) or "good" (37%) more often than "poor" (9%).
- About 26% of all students have never talked to a counselor about their future even though one was available.
- About 44% of all students think their school provides them with counseling that will help them find employment, versus 46% who think it does not.
- About 46% of all students think their school provides them with counseling that will help them get a better idea of themselves, versus 46% who think it does not.
- About 51% of all students think their school provides them with counseling that will help them continue their education, versus 40% who think it does not.

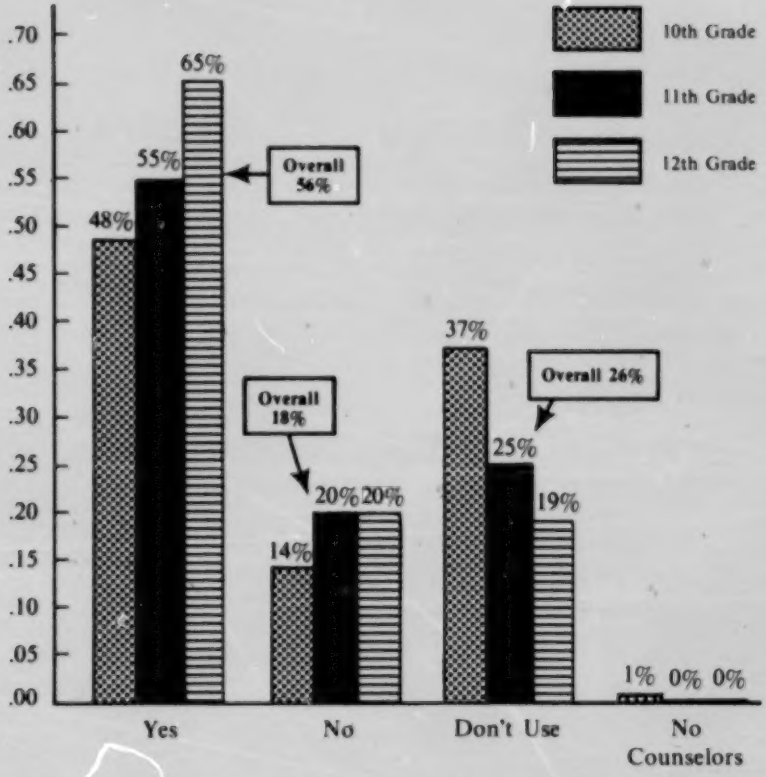


Figure 2.6 Do you feel that your high school counselors take an interest in your future?

Plans for the Future and Attitudes toward Education

- Most students plan either to go to college immediately after they graduate (43%) or to get a job (22%).

- Forty-five percent want to earn a bachelor's or higher degree ultimately, but 26% will not go beyond high school graduation.

- About 70% of all students think that an educated person can advance more rapidly in business and industry than can a person with less education. In 1970, about 79% held this opinion.

- About 84% of all students agree that education is helpful in getting a job today.

- About 74% of all students think a high school education is worth all the time and effort it requires.

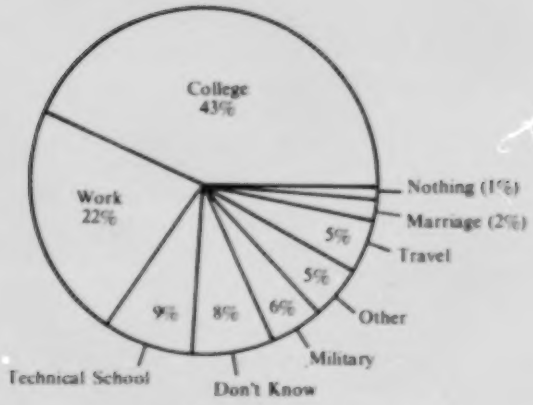


Figure 2.7 What do you plan to do immediately after high school?

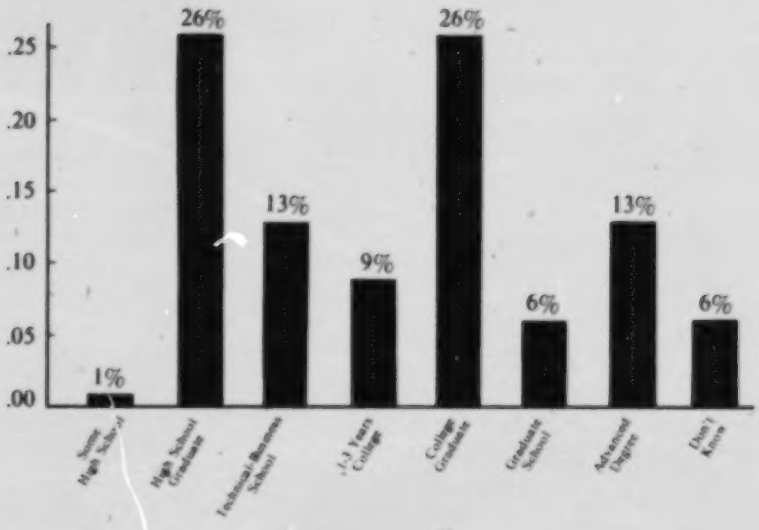


Figure 2.8 What is the highest level of education you expect to complete?

Social Issues

Attitudes toward Government and Law

- About half of all students think the federal government does a satisfactory job of representing the views of the people.

- About half of all students think the Ohio state government does a good or satisfactory job of representing the views of the people.

- About half of all students think the form of government in this country needs to be changed. Virtually the same proportion had this opinion in 1970.

- About half of all students think that breaking the law is sometimes justified, a quarter of the students do not, and a quarter are unsure.

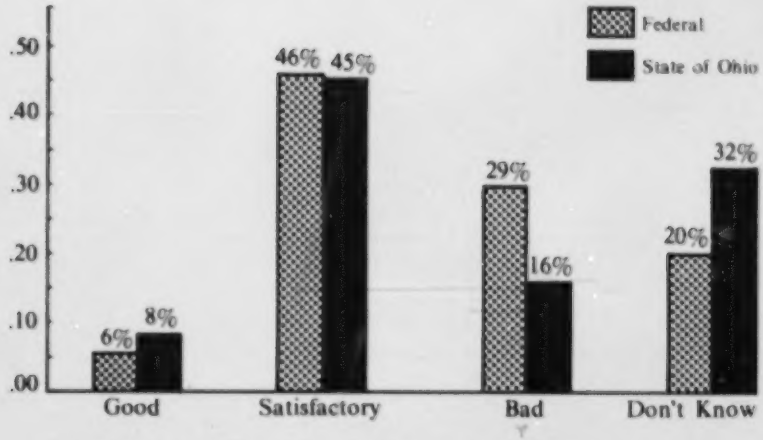


Figure 2.9 In general, what kind of job do you think the government does in representing the views and desires of the people?

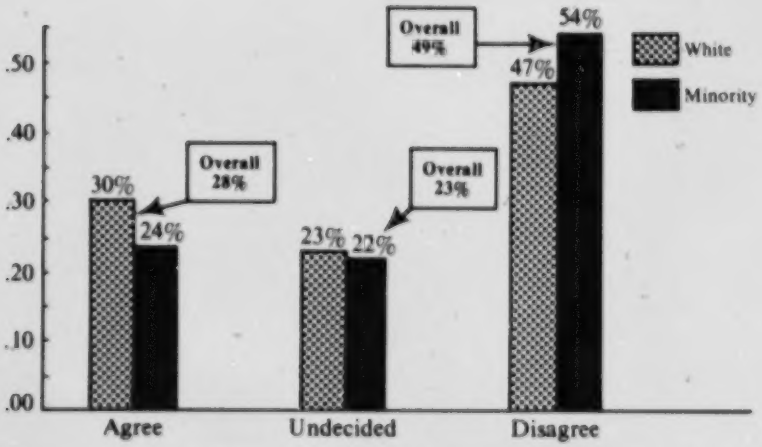


Figure 2.10 The form of government in this country needs no major changes

Attitudes toward Race Problems

- Overall, about 75% of the students would accept people of other races as friends, employees, or citizens, and about 70% would accept them as neighbors.

- Eighty percent think that racism is a problem in this country, but only 3% think that race problems are the most critical ones we face today. In 1970, 89% felt that racism was a problem.

- Only 38% feel that measures should be taken to provide racial balance within the public school systems.

- Of those who think that steps should be taken to balance the public schools racially, 54% would prefer that it be done by improving education in poor neighborhoods, and about 25% prefer voluntary busing. Only 6% feel forced busing is the best action to take to provide racial balance.

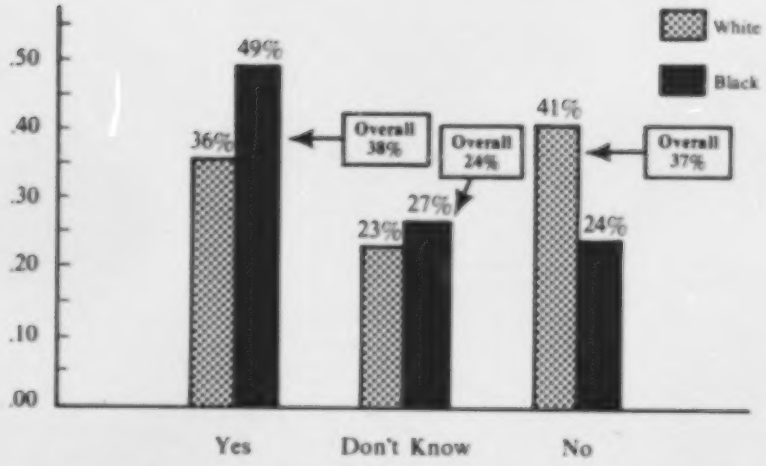


Figure 2.11 Do you believe measures should be taken to provide racial balance within public school systems?

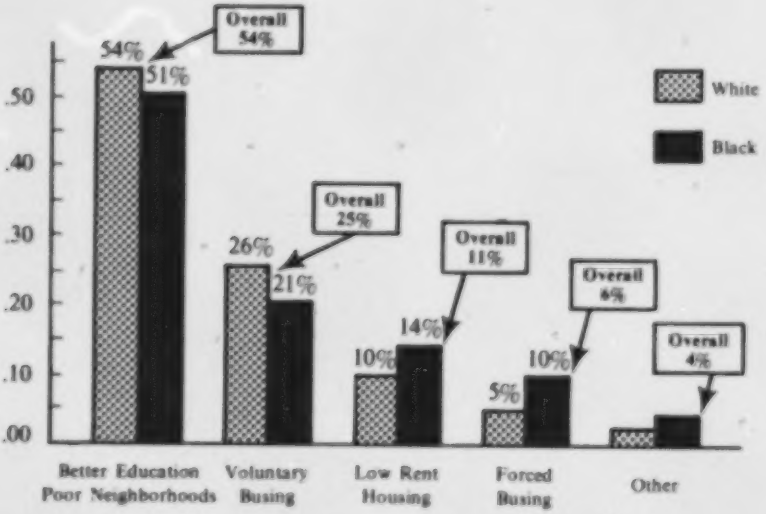


Figure 2.12 If yes, what is the best solution to the problem?

Alcohol, Marijuana, and Hard Drugs

- Seventy-nine percent of all Ohio students think alcoholic beverages are easily available to students who go to their school, and 77% personally know someone who uses alcohol regularly.

- Seventy-two percent think marijuana is easily available to students who go to their school, and 76% personally know someone who uses marijuana regularly. In 1970, only 51% knew someone who used marijuana regularly.

- Thirty-eight percent think hard drugs are easily available to students who go to their school, and 39% personally know someone who uses hard drugs regularly.

- Forty-eight percent think people should have the legal right to smoke marijuana, 36% do not, and 16% are unsure. In 1970, only 26% thought that using marijuana should be legalized.

- Most students (89%) believe that hard drugs can ruin your life.

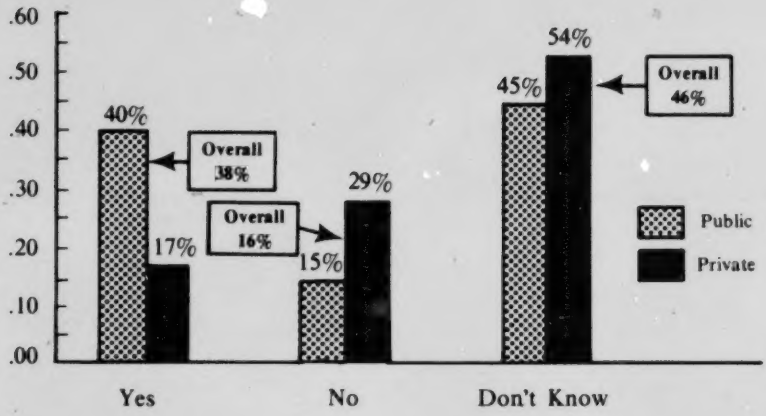


Figure 2.13 Are hard drugs easily available to students who go to your school?

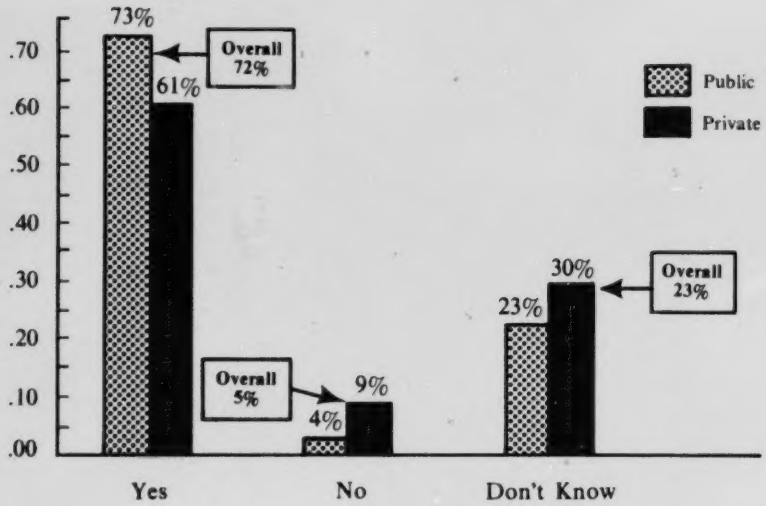


Figure 2.14 Is marijuana casily available to students who go to your school?

Personal Issues

- Family, friends, and being an individual are rated "important" or "very important" by nearly all students. Nonviolent protest and teachers are rated "important" or "very important" by the fewest students.

- Students disagree most frequently with their parents about curfew, smoking, alcohol, proper attitudes, and proper ways to spend free time. They disagree least frequently about marriage, moral issues, working at a steady job, and raising a family.

- Students spend more time talking to friends and watching TV than on any other activity.

- The most frequently chosen occupational category students would like to enter is "Professional/Technical." The next most popular choice of occupational field is "Other," representing perhaps students' lack of knowledge about their preferred careers.

- Students are confident they will end up doing their preferred kind of work.

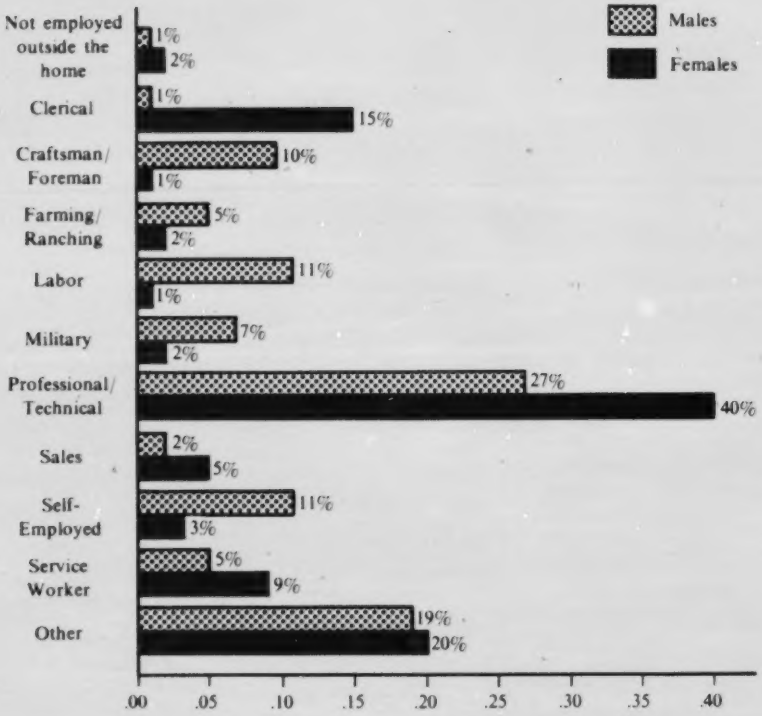


Figure 2.15 What kind of occupation would you prefer to follow after you finish your schooling? (Check one only)

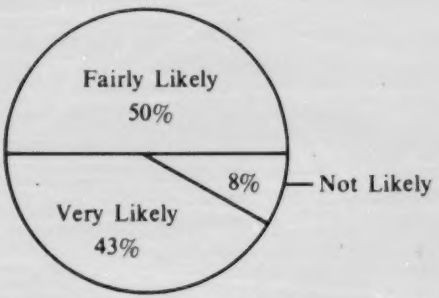


Figure 2.16 How likely is it that you will actually end up doing the kind of work identified in Item 60? (Percentages do not add to 100 because of rounding error.)

CHAPTER III. SUMMARY OF THE RESULTS

Discussion of the survey results is organized by the four general content areas: background information, school issues, social issues, and personal issues. It is not meant to be an exhaustive analysis, but rather a concise summary of the major patterns evident in the responses. Readers are encouraged to refer to the sample questionnaire in Appendix A and the complete data tables in Volume II.

From the sample survey responses, estimates were computed of how the entire population of Ohio high school students would have responded had a census been taken. In addition, estimates were computed for the following statewide subgroups of students:

1. Students in public schools and private schools

2. Students in the following types of schools:

   a. Rural schools—not located in a Standard Metropolitan Statistical Area (SMSA) as defined by the Census Bureau

   b. Suburban schools—located in SMSAs, but not in central cities

   c. Central City White schools—located in central cities of SMSAs and having less than 5% minority enrollment

   d. Central City Mixed schools—located in central cities of SMSAs and having 5%-50% minority enrollment

   e. Central City Minority schools—located in central cities of SMSAs and having more than 50% minority enrollment

3. Curriculum—students enrolled in general programs, academic programs, and vocational-technical programs

4. Grade level—10th, 11th, and 12th graders

5. Sex

6. Racial-Ethnic background—either "White" or "Minority" (Minority includes the categories of Black, American Indian, Chicano, Oriental, Puerto Rican, and other.)

In most cases each of these subgroups responded somewhat differently to the questionnaire items. In order to do a meaningful analysis of the results, one must be able to distinguish between (a) the situation in which there is a real underlying difference between the subgroups' responses to an item, and this difference is large enough to be detected by the sample, and (b) the situation in which the subgroups' responses to an item are the same, or the difference is too small to be detected by the sample.

In this report, subgroups' responses to an item are noted to be "different" only when they are "statistically significantly different"; that is, their difference is so large that it cannot be reasonably attributed to chance. The criterion used here is that the observed difference not occur more often than 5% of the time in repeated sampling if the true difference is "0."

A. Background Information

The first section of the questionnaire provides demographic information on the population of Ohio high school students. According to the survey, an estimated 37% of the students are in Grade 10, 34% in Grade 11, and 29% in Grade 12. These figures compare very favorably with the actual opening fall 1975 enrollment figures collected by the Ohio Department of Education.

About 50% of the students are male and 50% female.

TABLE 3.1

Background Information on Ohio Students

(In percentages)

1975 Ohio Survey	Ohio Department of Education 1975 Opening Fall Enrollment	Category
37	38	10th grade
34	32	11th grade
29	30	12th grade

Age is closely associated with grade in school. Twenty-nine percent of the students are 15 years old or younger; 35% are 16 years old; 29% are 17 years old; and 7% are 18 or older.

Racial-Ethnic Information

Overall, 75% of the students are Caucasian American/ White and 25% are of a minority background (13% are Afro-American/ Black; 3%, American Indian; 3%, Oriental American; and 5%, some other ethnic background). A greater proportion of minority students are enrolled in vocational or technical programs (28%) than Caucasian students (17%). Also, a significantly larger proportion of Caucasian students (43%) are enrolled in a college preparatory curriculum than is true of minority students (30%).

Within the limits of the resolution of this sample survey, the proportion of Afro-American/ Black students enrolled in public high schools (13%) is about the same as that enrolled in private high schools (15%).

Similarly, 75% of all public school students are Caucasian/ White, compared to 78% of the private school students.

High School Average

Ohio high school students generally receive high grades. Thirty-six percent have an overall high school average of 3.0 or higher based on a four-point scale (A=4.0, F=0.0); 46% have an average between 3.0 and 2.0; 13%, an average between 2.0 and 1.5; and 7%, an average of less than 1.5.

Students in private high schools tend to earn higher grades than students in public high schools. For example, 34% of the students in public high schools have an overall average of 3.0 or higher, compared to 48% of the students in private high schools. Also, a greater proportion of white students (40%) have an overall high school average of 3.0 or higher than do minority students (25%).

The students enrolled in the college preparatory programs tend to earn much higher grades than students in the general or vocational-technical curriculums (see Table 3.2). Furthermore, the high school average reported by students in college preparatory programs compares favorably with the high school average reported by Ohio college-bound students who completed the ACT Assessment in 1975-76.

TABLE 3.2

What is your overall high school average?

(In percentages)

	Vocational/ Technical	General	College Preparatory	Total	1975-76 ACT Tested Students in Ohio
3.0-4.0	26	19	58	36	50
2.0-2.9	50	51	37	46	43
1.5-1.9	18	18	4	13	5
0.0-1.4	6	12	1	7	1

Parental Information

The parents of the students in Ohio are fairly well educated. About 80% of the students' mothers and 77% of the fathers have finished high school. Moreover, 36% of the fathers and 27% of the mothers have been exposed to some postsecondary education. A greater proportion of minority parents (28%—fathers, 26%—mothers) have not finished high school than parents of white students (21%—fathers, 18%—mothers).

The most frequent occupations of the parents of the students in the survey are:

Father

29%—Labor (driver, construction, factory worker, etc.)
12%—Professional/Technical (teacher, doctor, technician, clergy, etc.)
12%—Self-employed/manager/government official

Mother

45%—Not employed outside the home
10%—Professional/Technical (teacher, doctor, technician, clergy, etc.)
10%—Clerical worker

Generally, students from private high schools have fathers who are more likely to be self-employed (22%—private, 11%—public), or professional/technical (18%—private, 11%—public). On the other hand, a significantly greater proportion of the fathers of public school students are reported to have "labor" occupations than the fathers of students from private high schools (31%—public, 12%—private). Also, students in college preparatory curriculums are more likely to have fathers who are professional or self-employed (34%) than students in general curriculums (20%) or vocational-technical curriculums (11%). Moreover, vocational-technical students are more likely to have fathers in a labor occupation (41%) than general curriculum students (34%) or college-preparatory students (20%).

Item 9 of the survey asked students to report the family's total income for 1974. Thirty-five percent of the students said they "do not know" the family income. The percentages of students who reported various total family incomes are:

Percent	Income Range
1	Less than $3,000
4	$ 3,000 to $ 5,999
5	$ 6,000 to $ 8,999
8	$ 9,000 to $11,999
11	$12,000 to $14,999
14	$15,000 to $19,999
9	$20,000 to $24,999
13	$25,000 or more
35	Do not know

The responses to the family income item, shown in Volume II, indicate that a greater proportion of Caucasian/White students (51%) have family incomes above $12,000 than is true of minority students (37%). Moreover, a greater proportion of students in private high schools have family incomes of $12,000 (57%) than students in public high schools (46%); in fact, 23% of the private school students have family incomes of $25,000 or more. The percentages of students from families with incomes above $12,000 by type of school are: rural—42%, suburban—51%, central city white—53%, central city mixed—48%, and central city minority—32%.

B. School Issues

Instruction

Students were asked to identify ways in which teachers could do a better job of teaching (Item 10). Seventy-one percent think that the subject matter in their courses needs to be made more interesting, 42% think that the subject needs to be explained better and more clearly, and 41% think that teachers need to listen to student views more than they do currently. In 1970, the major factors that students felt improve teaching or make a good teacher were: communication, open-mindedness, interesting and nonroutine method of presenting subject, and ability to listen. The majority of the 1975 high school students are satisfied that teachers know their subject matter; only 11% believe teachers need to improve in that area.

In answering Item 18, Ohio students generally agree that younger teachers understand students better than older teachers do, that "teachers care about kids," and that most teachers try to do their best. On the other hand, 62% of the students believe they are not treated as adults, and 56% indicate that teachers place too much emphasis on memorization. Some

TABLE 3.3

Comments about Teachers from Item 18

Percent Who Agree 1970	1975	Item
82	74	Younger teachers understand students better than older teachers do.
38	42	Students are not treated as individuals at this school. (The students are treated like cattle in our school, not like individuals.)
66	59	The teachers care about kids. (Teachers care.)
66	81	Most teachers try to do their best. (The teachers are trying to do their best.)

of these same questions were asked in the 1970 survey, and the data from both years are summarized below. If different, the wording of the 1970 item is given in parentheses.

When asked to identify three major problems in their high school (Item 17), only 10% of the students listed disinterested teachers. A large percentage (27%) of the students believe that teacher favoritism is a major problem at their school. Students in the college preparatory curriculum are slightly more critical of the instructional program than students enrolled in general or vocational-technical programs.

Item 15 of the survey asked students to identify a staff member of their school with whom a personal problem could be discussed. Fifty-three percent of the students said that such a person was available in the high school. This is very similar to the 1970 results, when 52% responded "yes" to this item. However, the person to whom the student would take his or her personal problems has changed markedly since 1970.

TABLE 3.4

Is there a staff member in your school with whom you would discuss a personal problem?

(In percentages)

1970	1975	
60	42	Would take personal problems to a teacher.
21	35	Would take personal problems to a counselor/advisor.

Curriculum

The students were asked in Item 11 if they had a significant part in choosing the subjects that they wanted in high school. More public high school students (85%) believe they had a significant part than private school students (76%). About 88% of the students feel that they should have a part in planning the content of courses (Item 12). This compares

very closely with the 1970 survey, when 90% of the students felt they should have a part in curriculum planning.

Students are generally satisfied with the subjects they are taking. Data from Item 14 indicate that 73% of the students are either "very satisfied" or "somewhat satisfied." This compares to 67% of the students who responded in 1970 to the same item. It appears that during the 5-year period, a general improvement has occurred in the satisfaction that students have with their course work.

In 1970, 24% of the students said that they would change their school curriculum by offering more variety of courses and more modern and interesting subjects. The results from the 1975 survey are summarized below.

Students in private schools want additional vocational courses (50%) more often than students in public schools (32%). As might be expected, more of the students in academic programs want additional college preparatory courses (41%) than do general and vocational-technical curriculum students (20% and 23%, respectively). Similarly, vocational-technical students want additional vocational-technical courses more often (45%) than academic and general curriculum students (24% and 36%, respectively).

TABLE 3.5

In what way would you change the course offerings at your school? (Check all that apply)

Percent	Option
48	Offer a greater variety of courses
34	Offer more courses that teach a specific vocation such as auto mechanics, bookkeeping, carpentry, etc.
29	Offer more courses that prepare you for college
16	No change needed
15	Offer more fine arts courses
4	Other

Item 32 asked the students if they ever had a course which included sex education. In 1970, 50% of the students had indicated that sex education was taught in their school, compared to 75% in 1975. The great majority of students (84%) also feel that drug education should be taught. Of this number, 71% feel that drug education should be taught by school personnel. In 1970, 42% of the students indicated that drug education was taught in their school and in 1975 (Item 34), 77% had instruction in this area. Thus, over the 5-year period, a greater proportion of students have been exposed to both sex and drug education in the high schools of Ohio.

School Environment

Item 16 of the survey asked students to identify what they like "best" and "least" about their high school. Overall the most attractive characteristics of the high schools in Ohio are: sports (21%), the students (14%), social life (11%), extracurricular activities (11%), and the subjects offered (11%). The least attractive characteristics of the high schools are: how discipline problems are handled (22%), rules (18%), and communication between schools and students (12%). Private school students are especially critical of rules; 34% of them think it is the least attractive aspect of their school.

In 1970, in response to an open-ended question, the students listed the following factors as being liked best and least about their school:

Liked Best	Liked Least
Students/friendly atmosphere/people in it (29%)	Teachers/not progressive/too conservative (20%)
Faculty/teachers (17%)	Students/way kids act (18%)
Extracurricular activities (14%)	Administration/principal/people who run it (12%)
Sports/athletic programs (11%)	Curriculum/subjects (10%)

Students in the 1975 survey were also asked to identify up to three major problems at their high school (Item 17). The overall results are given in Table 3.6.

TABLE 3.6

Identify up to *three* of the major problems at your high school
(Check at least one, but not more than three)

Percent	Option
29	Drug abuse
27	Teacher favoritism toward certain students
27	Disinterested students
19	Discipline problems
16	Vandalism and thievery
16	Students do not have a say in things
14	Not enough variety in courses offered
14	Poor communication between school and students
13	Alcohol abuse
13	Content of courses not relevant to my life
10	Disinterested teachers
10	Racism
8	Insufficient or poor guidance services
8	Dress or conduct rules
8	Other students not friendly
7	Disinterested administration
4	Students can't share problems
4	Other
6	Our school has no major problems

The above results, which are for the state as a whole, differ somewhat from the results for the different types of schools. Students in *public* high schools identify the three major problems as: drug abuse (31%), disinterested students (27%), and teacher favoritism (27%). On the other hand, students in *private* high schools identify the three major problems in school as dress or conduct rules (32%), teacher favoritism (23%), and the variety of courses available (22%). In the three types of central city schools the most pressing problem is drug abuse (29% to 41%), whereas in the suburban and rural schools the most pressing problem is teacher favoritism (30% and 33%, respectively).

The major problems listed by students in the 1970 survey were:

1. Disinterested teachers/inaccurate staff
2. No communication/won't listen to students
3. School dress code/long hair
4. Discipline problems
5. Lack of student participation/interest

In the 1975 survey, 75% of the students also believe that they should have a role in developing school rules (Item 19). On the other hand, 69% of the students feel administrators should help develop school rules, 63% feel teachers should help develop school rules, and only 37% feel parents should help develop school rules.

In the 1970 survey, 66% of the students indicated that dress regulations and general student conduct should be a joint decision between students and administration. Direct comparisons between the responses in 1970 and 1975 cannot be made because of differences in the item and in the way the information was reported.

Relationships among Racial-Ethnic Groups

In Item 62, students were asked to categorize the relationship among the racial-ethnic groups in their school. Overall, 43% of Ohio's high school students think that the racial-ethnic groups "get along well with each other," 10% say that they "have classes together but don't work together," 15% say they "just tolerate each other," and 4% think there is "open hostility" among the racial-ethnic groups. Apparently, there is greater racial harmony in private schools than in the public schools: 69% of the private school students think the races "get along well together," and 1% think there is "open hostility," while only 41% of the public school students think the races "get along well together," and 4% say there is "open hostility." As one might expect, the central city mixed schools are the least racially harmonious: only 37% of the students in these schools say the races "get along well together" and 9% say there is "open hostility." However, there is also considerable variation in the responses among these schools, so that racial unrest is apparently school-specific rather than global.

There is not much variability in the response to this item by curriculum, grade level, or sex.

School Policy

Item 20 asked students who should handle discipline problems. The most frequent choice is administrators (55%); parents were the next most frequent choice (52%). Only 28% of the respondents think that students should be involved with discipline problems. In the 1970 survey, 72% of the students indicated that discipline problems should be handled jointly by students, teachers, and administrators.

A closely related question (Item 21) asked if student participation in forming school rules could lead to better education in high schools. The majority (60%) of the students believe that it would. Seniors are more in favor of student participation (65%) than juniors (61%) or sophomores (57%). White students (62%) are more in favor of students helping to form school rules than minority students (55%).

Many Ohio high school students do not know (41%) what kind of job their student government does in representing their views and desires (Item 22). A total of 27% think their student government does a good job, but 31% believe it does a bad job. Students in private high schools are much more favorable (43%—good) than students in public schools (26%—good). In the 1970 survey, "don't know" was not a response option; however, 55% of the students indicated their student government does a good job of representing them.

Students were also asked at what age students should no longer be required to attend school (Item 25). A total of 47% said "18," 12% said "17," and 28% said "16." Only 4% said "15 or younger," and 8% said "no student should be required to attend school."

Grading Practices

Fifty-seven percent of all students would recommend changing their school's grading system (Item 23). As shown in Table 3.7, two most frequently suggested changes are permitting students to retake courses in which poor grades are earned (18%) and introducing a pass-fail option (15%). In 1970, about 44% of all students thought their school's grading system should be changed, and the pass-fail option was the most frequently suggested alternative.

TABLE 3.7

How would you change your school's grading system?

Percent	Response
15	Award either credit or no credit for a course
18	Permit students to retake courses in which poor grades were earned
12	Report scores, not grades (that is, 89, not B)
5	Give more letter grades (that is, A, B, C, D, . . . G, H, I)
43	I would not change it
8	Other

Students in private high schools are much more satisfied that no changes in grading practices are needed (57%) than students in public high schools (41%). Minority students are much more in favor of permitting students to retake courses in which poor grades are earned (27%) than white students (15%).

Student Protests

The survey asked students if there had been any major student protests in school in the last year or two (Item 24). Twenty-nine percent of the students said "yes." This compares with 25% who said "yes" in 1970. The major causes in 1970 were the school dress code and the Vietnam war. Now students list smoking cigarettes on school grounds (46%), use of study halls (45%), and administrative decisions (10%) as being the causes for protest. It appears that student concerns of 1970 have changed markedly in the last 5 years.

A comparison of the way students responded to the protests in 1970 and 1975 is presented below:

TABLE 3.8

Activity of Those Who Said Major Student Protest Had Occurred

(In percentages)

1970	1975	Response
50	45	The protestors had the support of the majority of the students.
15	36	I participated in the protest.
66	61	The reasons for the protest were justified.
40	29	The protest brought significant changes to the school.

Thus, while students have become more willing to participate in protests, they are less convinced that protesting does any good.

Student Plans

In Item 26, students were asked to describe their plans immediately after high school. Twenty-two percent of the students plan to get a job right after high school and 52% plan some form of postsecondary education. Private high school students are much more interested in education beyond high school (75%) than public school students (49%). On the other hand, 23% of the public school students plan to begin work immediately, while only 8% of the private high school students have such plans. The total response to Item 26 is given in Table 3.9.

TABLE 3.9

What do you plan to do immediately after high school?

Percent	Plans
43	Go to college.
22	Get a job.
9	Go to a technical or vocational school.
8	I don't know.
6	Go into the military service.
5	Travel.
5	Other.
2	Get married, but not go to college or get a job.
1	Do nothing for awhile.

Item 27 of the survey asked students to specify the highest level of education they expect to complete. The percent of students who responded to each option is listed in Table 3.10.

TABLE 3.10

Highest Expected Level of Education

Percent	Level
26	Graduate from high school
26	Graduate from college
13	Advanced or professional degree
13	Business or technical school after high school
9	One to three years of college
6	Graduate or professional school after college
6	Do not know
1	Some high school but will not graduate

A much greater percentage of public school students indicate no educational plans beyond high school (29%) than do private school students (7%). Also, a much greater percentage of private school students plan college or postgraduate work (80%) than public school students (51%). College plans by racial-ethnic groups are very similar: 56% of minority students plan on college or postgraduate education compared to 54% of white students.

Similar to the way students responded in 1970, the students of 1975 indicate that adequate information about colleges and technical schools (Item 29) is available in their school. A total of 64% of the students think adequate information is available, but 26% of the students do not know. A related question (Item 30) asked the students if the school provides adequate information about how and where to find a job. Only 29% of the students answered "yes" and 38% said they "don't know."

School Counseling

Fifty-six percent of the students in Ohio feel that high school counselors take an interest in their future (Item 28), but 26% of the students have never talked to a counselor about their future, even though counselors are available in the school. In the 1970 Ohio Survey, 69% of the students indicated that counselors were interested in their future. The decline in interest from 1970 to 1975 may be due to the way the item was revised for the 1975 survey; nevertheless, most students recognize that counseling help is available in Ohio.

In 1970, 47% of the students said the counselor's advice was "good," but in 1975 only 37% of the students said the counselor's advice was "good." The decline in student opinion may be due to the 15% of the students in 1975 who said they "don't know" how to evaluate the counselor's advice. That particular response option was not available in 1970.

Attitudes Related to the Usefulness of an Education

Item 35 asked students to react to personal opinions and attitudes toward the worth of education. Only 35% of the students in 1975 believe that the more education a person has the more that person will enjoy life; in 1970, 54% of the students were of this opinion. Minority students in 1975 tend to agree with this statement more (45%) than do white students (32%).

In 1970, 65% of the students felt that education helps a person use leisure time to better advantage, but in 1975, only 54% of the students expressed a similar opinion. Again, minority students have a more positive opinion regarding the value of education (63%) than white students (52%).

Seventy-four percent of the students feel that a high school education is worth all the time and effort it requires, and students in private high schools and academic programs are the most positive toward the value of a high school education.

Most 1975 students (56%) say that high school courses are practical. Private school students, academic students, females, and students from central city mixed schools are the most favorable in their attitudes toward the practicality of high school courses.

Eighty-four percent of all students in 1975 disagree with the statement, "Education is of no help in getting a job today." In contrast to the pattern set by the above items, fewer minority students (77%) disagree with this statement than whites (86%).

Students in 1975 generally agree (70%) with the views expressed by Ohio students in 1970 (79%) that an educated person can advance more rapidly in business and industry than a person with less education. No significant differences in the opinions of any subgroups were found in the 1975 survey responses to this issue.

Attitudes Related to Other Aspects of High School Quality

Students in the survey were asked to agree or disagree with several statements concerning the quality of their high school education (Item 65). The results are summarized in Table 3.11.

By far the most emphatic response is to the statement, "School should provide more help for students having trouble with subjects like math and reading" (Item 65-b). Ninety-one percent of all students "agree strongly" or "agree somewhat" with this statement and only 9% disagree. This response is uniform among all three grade levels, both sexes, and among public and private school students. Minority students tend to agree more strongly than white students. In the 1972 NLS study of seniors, a somewhat smaller majority (84%) agreed with the statement than did the Ohio seniors (91%); thus, either student attitudes have changed since 1972 or else Ohio students feel more strongly about this subject than do students in other states.

TABLE 3.11

How much do you agree with each of the following statements about your high school?

(In percentages)

Agree Strongly	Agree Somewhat	Statement
13	44	a. School should place more emphasis on basic academic subjects (math, science, English, etc.).
48	43	b. School should provide more help for students having trouble with subjects like math and reading.
16	28	c. Most required courses here are a waste of time.
25	41	d. School should place more emphasis on vocational and technical programs.
24	39	e. School does not offer enough practical work experience.
14	37	f. School has provided me with counseling that will help me continue my education.
18	38	g. School gives me new ideas about the type of work I want to do.
13	33	h. School provides me with counseling that helps me get a better idea of myself and my relationships with other people.
13	31	i. School provides me with counseling that will help me find employment.
10	30	j. School helps students find jobs when they leave school.
9	29	k. School should use more TV lectures.
10	30	l. School should use teaching machines or computer assisted instruction more extensively.
28	43	m. Schools should provide more college preparation courses.

A majority of Ohio students (57%) also "agree strongly" or "agree somewhat" that "school should place more emphasis on basic academic subjects (math, science, English, etc.)" (Item 65-a). Again, the response is fairly uniform by grade level, sex, and public/private, but more minority students (65%) agree than white students (55%). The agreement among the NLS seniors was 45%, a comparably lower proportion than the 57% agreement among Ohio seniors.

Although students clearly expressed a need for instruction in math and reading, they are somewhat divided in opinion about required courses in general. About 44% of all students think that "most required courses are a waste of time" (Item 65-c), while 54% disagree. More students in vocational-technical and general programs of study are critical of required courses (48% and 51%, respectively, agree with the statement) than are students in academic programs (36% agree). Minority students are somewhat more critical of required courses (48%) than white students (43%). There is no significant variation in the response by grade level or sex. In the NLS survey, about 49% agreed with this statement, compared to 45% of the Ohio seniors.

While students are generally critical of the lack of emphasis placed on developing reading and math skills, and on the way they are taught, they are also rather critical of job-related education. Approximately 66% of all students think that "school should place more emphasis on vocational and technical programs" (Item 65-d), and 53% think that "school does not offer enough practical work experience" (Item 65-e). Students do not differ significantly in their responses to these questions by grade level, sex, or public or private school. There is considerable disagreement, however, among students in the three types of programs (see Table 3.12): 82% of all vocational-technical students agree that schools should emphasize vocational-technical programs more (with 44% of them agreeing strongly); 69% of the students in general programs feel this way; but only 56% of the academic students do. More minority students favor increased emphasis on vocational-technical education (72%) than white students (64%). About 62% of the 1972 National Longitudinal Survey seniors thought this way, compared to 70% of the Ohio seniors.

Additional evidence of students' negative feelings about the quality of job-related education is given in Item 65-i, in which 46% of all students disagree with the statement, "School provides me with counseling that will help me find employment" versus 44% who agree. (Ten percent indicated that the item does not apply to them.) Although the 46% disagreement

rate is not significantly greater than 44%, it does indicate a large degree of dissatisfaction. As in the items previously discussed, there are no significant differences by sex or grade level, but there are, as expected, significant differences across the three educational programs. About 59% of the vocational-technical students think their school does provide them with counseling that is useful in finding a job; however, only 45% of the students in general programs and 38% of the students in academic programs feel this way. The respondents in the National Longitudinal Survey were even more negative: only 32% of them thought that the school gave counseling that was useful in finding a job, compared to 39% of the Ohio seniors.

Although students tend to be critical of the job their high school is currently doing in educating them, they are also skeptical about using new educational technology. About 50% of the students do not think that schools should use teaching machines or computer-assisted instruction (CAI) more extensively, versus 40% who do (Item 65-1). A similar proportion (38%) of the students feel that schools should use more TV lectures versus 50% who do not. In general, minority students, 10th graders, and vocational-technical students are slightly more accepting of both TV lectures and CAI.

TABLE 3.12

School Should Place More Emphasis on Vocational-Technical Programs

(In percentages)

Agree Strongly	Agree Somewhat	Group
27	42	Ohio general curriculum students
14	42	Ohio academic students
44	38	Ohio vocational-technical students
23	41	Ohio white students
32	40	Ohio minority students
26	44	Ohio seniors
26	36	National Longitudinal Survey seniors

C. Social Issues

Attitudes toward Government

Students were asked how well the federal government in Washington is representing the views of the people (Item 46). Six percent believe the federal government does a "good" job, 46% give it a "satisfactory" rating, 29% give it a "bad" rating, and 20% of the students "don't know." This pattern is fairly uniform across all the subgroups except for males and females: 33% of all males give the federal government a rating of "bad," compared to 25% for females.

Ohio students seem to differ on this issue with students nationally. In a recent *Scholastic Magazine* poll, 68% of the junior and senior high school students surveyed feel positively toward the responsiveness of the federal government, compared to 52% in Ohio. Some of this difference may be due to different wording in the two questions, however.

The state government in Ohio received slightly higher marks from all the subgroups (Item 47). Overall, the state government is rated "good" in representing the views of the people by 8% of the students, "satisfactory" by 45%, and "bad" by 16%; 32% of the students "don't know." As with the federal government, males are less satisfied than females; 20% of all males give the state government a rating of "bad," compared to 12% of all females.

In summary, nearly half of all students think that the federal and state governments do a satisfactory job of representing the views of the people; less than 10% think they do a good job; and a sizable minority think they do a bad job.

In the 1970 Ohio survey, students were given only the options "good" or "bad" for these questions. About 76% of the 1970 students gave the state government a rating of "good" and about 22% a rating of "bad." For the federal government, the ratings were 59% and 39%, respectively.

In Item 36-f, students were asked to "agree" or "disagree" with the proposition, "The form of government in this country needs no major change." As shown in Table 3.13, about half of all students disagree; that is, they think our form of government does need major changes. This represents virtually the same response as in 1970. Moreover, a larger

TABLE 3.13

The Form of Government in This Country Needs No Major Change

(In percentages)

Year	Subgroup	Agree	Disagree	Undecided
1975	Males	33	47	20
	Females	23	52	25
1975	Whites	30	47	23
	Minority	24	54	22
1975	Overall	28	49	23
1970	Overall	31	48	21

proportion of minority students than white students and a larger proportion of females than males think that major changes are needed. Interestingly, males tend to be more supportive of the present form of government than are females, even though more males than females think the federal and state governments do a bad job of representing the views of the people.

Attitudes toward the Law

In the questions posed in this survey, Ohio high school students tend to side with individual rights when they are matched against the need to obey authority. For example, about 48% believe that breaking the law is sometimes justified, while 25% believe that doing so is never justified, and 26% are not sure (Item 48). There is some variation in the response to this question among the subgroups: 52% of males think that breaking the law is sometimes justified, 27% think it is not justified, and 21% are not sure; however, only 44% of all females think it is justified, 24% do not, and 32% are unsure. For whites, the proportions are: is justified—51%, is not justified—24%, and don't know—25%; for minority students they are 40%, 30%, and 30%, respectively. Moreover, the proportion of students

who think that breaking the law is sometimes justified increases with age: 42% of the 10th graders think that breaking the law is sometimes justified, while 49% of the 11th graders and 55% of the 12th graders think so.

Although this question in the 1970 survey did not contain the "don't know" response, it appears that students have changed some in the belief in breaking the law when it is justified:

TABLE 3.14

1975: Is breaking the law ever justified?

Response	Percent
Yes	48
No	25
Don't Know	26

1970: Do you believe that breaking the law is ever justified?

Response	Percent
Yes	58
No	42

When asked to agree or disagree with the proposition, "We ought to put all demonstrators and rioters in jail for a month or two to cool them off" (Item 36-g), only 16% agree, 64% disagree, and 21% are undecided. There is some variation in the responses to this item among the subgroups. About 19% of all 10th graders agree and 59% disagree; 17% of all 11th graders agree and 63% disagree; 10% of all 12th graders agree and 70% disagree. This pattern is seen to be consistent with that for Item 48 ("Is

breaking the law ever justified?"). However, the response by sex and racial-ethnic group is not consistent with the pattern for Item 48: more males (19%) than females (12%) agree with the proposition and fewer males (60%) than females (67%) disagree. Furthermore, more of the minority students agree (19%) than white students (14%) and fewer disagree (62% and 64%, respectively). Student reaction to this question has changed significantly since the 1970 survey, when 51% of the students disagreed with the question.

Another example of individual rights versus obedience to authority is posed by the statement, "If a man has moral questions about a war our country is in, he should be able to avoid participating in the war" (Item 36-a). Approximately 52% of all students agree with this proposition, 22% disagree, and 26% are undecided. There does not seem to be any significant variation among the subgroups in their responses to this item. In 1970, approximately 33% of all students thought a man should be able to avoid serving in a war to which he has moral objections; thus, the past six years have seen a marked change in students' attitudes on this subject.

Attitudes toward the Free-Enterprise System and the Work-Ethic

As measured in this survey, Ohio high school students still support and have confidence in the free-enterprise system and the work-ethic, but their support and confidence have weakened noticeably since 1970. Comparative data for 1970 and 1975 are summarized in Table 3.15.

Approximately 57% of all students agree with the proposition, "People would not do their best if government owned all industry" (Item 36-d), as compared to 66% in 1970. There is also considerable variation among the subgroups: 66% of the students attending rural schools agree with the proposition, 55% in the central city white schools, 51% in the central city mixed schools, and only 40% in the central city minority schools. There is somewhat more agreement between the sexes. Approximately 59% of the males support the proposition, and 53% of the females do. However, while 61% of the white students agree with the proposition, only 44% of the minorities do. In all subgroups, about 25% are unsure about whether they agree or disagree.

TABLE 3.15

Attitudes toward the Free-Enterprise System and the Work-Ethic

Statement	Percentage Who Agree 1970	1975
People would not do their best if government owned all industry.	66	57
Any person with ability who is willing to work hard has a good chance of being successful in this country.	80	76
Success in this country depends more on luck than on real ability.	13	19
The amount of money each person can earn in the United States is fair and just. (1970 wording: On the whole our economic system is just and wise.)	33	26
The government ought to guarantee a living to those who cannot find work.	33	41

Students still overwhelmingly believe that "any person with ability who is willing to work hard has a good chance of being successful in this country" (Item 36-c). Approximately 76% of all students agree with this statement, as compared to 80% in 1970. By type of school, the proportion who agree ranges from 83% in rural schools to 67% in central city minority schools. About 78% of all males, 73% of all females, 78% of all white students, and 69% of all minority students agree with the statement.

Approximately 19% of all students agree and 65% of all students disagree with the statement, "Success in this country depends more on luck than on real ability" (Item 36-e). In 1970, approximately 13% agreed and 76% disagreed.

About 26% of all students agree, 49% disagree, and 26% are undecided about the statement, "The amount of money each person can earn in the United States is fair and just" (Item 36-k). As with the other statements toward the free-enterprise system and work-ethic, the item has more support among males (31%) than females (20%) and among rural students (31%) than central city students (19%-22%). This statement is supported equally by white students and minority students (25%).

Finally, 41% of all students agree with the proposition, "The government ought to guarantee a living to those who cannot find work" (Item 36-b), while 34% disagree, and 25% are unsure. In 1970, only 33% agreed with this proposition. By type of school, 36% of rural students, 40% of suburban students, 38% of students in central city white schools, 46% of the students in central city mixed schools, and 54% of the students in central city minority schools agree with this proposition. Consistent with the other questions, fewer white students (37%) than minority students (53%) agree with this proposition.

Attitudes toward Racial Problems

Approximately 37% of all Ohio high school students are deeply concerned about racial problems in this country and 45% are somewhat concerned (Item 49-t). A larger proportion of females are concerned about racial problems (43% deeply and 44% somewhat) than are males (34% and 45%).

Minority students are more concerned about racism (49% deeply and 36% somewhat) than are white students (34% and 48%). Furthermore, students in central city minority schools are much more concerned (58% deeply and 30% somewhat) than are rural students (26% and 53%).

Despite a generally high level of concern about racial problems, only 3% of all students think they are the *most* critical facing the country (Item 51-t). This figure is more or less the same among all subgroups analyzed; it reflects the overriding concern among all subgroups about different economic and political issues.

Since 1970, 9% fewer students feel racism is a problem in our country as shown in Table 3.16.

TABLE 3.16

Percent of Students Who Feel Racism is a Problem in This Country

Year	Percent
1970	89
1975	80

Of those students who now think racism is a problem (Item 54-a), 32% think that providing education regarding its causes and results is likely to be the most effective solution. The next most popular solutions are better enforcement of current laws (13%), racial balance in the schools (11%), and stiff penalties for people who break laws against racism (10%). About 10% of white students think that racial balance in the schools is the best solution to racism, compared to 15% of the minority students. The complete results of Item 54-a are given in Table 3.17.

Although only 11% of all students think that providing racial balance in the schools is the *best* solution to racism, 38% think that steps should be taken to achieve this goal (Item 55). Moreover, essentially the same proportion (37%) think that steps should *not* be taken to achieve racial balance in the schools and 24% are not sure either way. There is also considerable variation among the different subgroups about this issue: 36% of all white students are in favor of taking steps to balance the schools racially, 41% are opposed, and 23% are unsure; for minority students the proportions are 49% yes, 24% no, and 27% not sure. There is a similar divergence between the sexes: 35% of male students are in favor, 42% opposed, and 23% unsure; however, 43% of female students are in favor, 31% opposed, and 26% are unsure. The same divergence occurs for type of school: 39% of rural students are in favor and 34% opposed, compared to 54% of central city minority school students in favor and 18% opposed.

TABLE 3.17

If you believe racism is a problem in this country, what is the best solution to the problem? (Check one only)

Percent	Solution
32	Provide education regarding the causes and results of racism.
13	Better enforcement of current laws against racism.
11	Provide racial balance within schools.
10	Stiffer penalties for people who break laws against racism.
8	Outlaw all organizations that practice racism.
7	More Federal laws against racism.
5	More state and local laws against racism.
3	Demonstrations and boycotts against those who practice racism.

Those who were in favor of taking steps to provide racial balance in the schools were further asked to specify what action they thought best to achieve this end (Item 55-a). The overwhelming choice is improving education in poor neighborhoods (54%). The next most popular alternative is voluntary busing (25%), followed by government subsidized low-rent housing in all types of neighborhoods (11%). Forced busing of students among schools is favored only by 6%. By groups, the proportion favoring forced busing is: whites—5%, minority—10%, rural—6%, central city minority—13%, public school students—6%, and private school students—2%.

Tolerance toward Other People

Students were asked to indicate whether they would accept people of different races, religions, and nationalities variously as friends, neighbors, employees, or American citizens (Item 53). The overall results are displayed in Table 3.18.

Overall, about 74% would accept people of other races as friends, employees, or American citizens, but only 69% would accept them as neighbors. The proportion who would accept people of other religions in the role of friend, neighbor, employee, or citizen ranges from 69% to 72%, depending on the role. The proportion who would accept people of other nationalities in these roles ranges from 68% to 70%.

In general, white students were found to be somewhat more tolerant of other races than minority students. The proportion of white students who would accept people of other races as friends, employees, or fellow citizens ranges from 76% to 79%, but the proportion of minority students who would accept white students in these roles ranges from 62% to 68%.

All students seem somewhat less tolerant on the issue of housing: approximately 71% of whites would accept a person of another race as a neighbor, compared to 63% of minority students.

TABLE 3.18

Acceptance of Other Races, Religions, and Nationalities

(In percentages)

Would Accept as a . . .	Other Races	Other Religions	Other Nationalities
Friend	74	69	69
Neighbor	69	72	69
Employee	75	70	68
Citizen	74	69	70

On the issue of religion and nationality, the two racial groups are even more divergent. From 76%-79% of white students would accept people of other religions in the four roles, but only 47%-51% of minority students would. From 74%-76% of white students would accept people of other nationalities, but only 50%-54% of minority students would.

In general, females are somewhat more tolerant than males. Approximately 77%-79% of all female students would accept people of other races as friends, employees, or citizens, while about 70% of all males would. On the issue of housing, both groups are again somewhat less tolerant: only 65% of the males and 73% of the females indicate they would accept people of other races as neighbors.

Issues Relating to Women

The ideas advocated by the feminist movement seem to have gained considerable acceptance among Ohio high school students in the last five years. The responses to Item 56, as summarized in Table 3.19, indicate that 43% of the students think women should be considered equal to men in every respect and should be given equal job opportunities and pay. In the 1970 Ohio survey, only 25% of the students were of this opinion.

Although the response to this item represents a significant change in Ohio students' attitudes, it may also indicate that Ohio students are more conservative on feminist issues than students nationally. In a 1974 nationwide poll of 23,105 high school juniors and seniors reported in the April 7, 1975 *Christian Science Monitor*, 69% of the surveyed students answered "no" to the question, "Do you feel men are more capable in business than women?"

The idea of complete equality still has more support among women than men: 37% of the male students favor complete equality for women and 36% favor the homemaker role, while 49% of the female students favor complete equality and only 24% favor the homemaker role. In 1970, about 70% of the males and 60% of the females favored the homemaker role.

TABLE 3.19

What do you think is the acceptable status of women in our society?

(In percentages)

1970	1975	Response Options
25	43	They should be considered equal to men in every respect and should be given equal job opportunities and pay.
66	29	They should be considered equals, but their primary position should be that of homemaker and caretaker of the family.
N/A	15	They should be considered equals but not always treated as equals.
N/A	6	They should not be considered as equal to men in any respect.
N/A	7	Other (specify)

About 66% of all students are familiar with the Equal Rights Amendment (ERA) (Item 57) and this same proportion is true of males and females separately. There is considerable variation among the other subgroups: only 62% of the students in general or vocational-technical curricula have heard of ERA, but 72% of those in academic curricula have. More dramatically, 50% of the 10th graders, 67% of the 11th graders, and 73% of the 12th graders know about the ERA.

Those who knew about the ERA were further asked whether they thought it should be adopted (Item 57-a). About 69% think it should, and 31% think it should not. By sex, 65% of the males support ERA, compared to 73% of the females. By major, 74% of those in general programs, 68% in

academic programs, and 64% in vocational-technical programs favor the amendment. All other subgroups were more similar in their response to this question.

On the issue of abortion, students are in general agreement that it is all right under some circumstances (Item 45). About 18% think a woman should have the right to have an abortion under any circumstances, 46% think having an abortion is all right under some circumstances, and 28% think it is morally wrong under any circumstances. The responses to this question do not differ significantly by sex. The major dichotomy in the response patterns occurs in students attending public and private schools as shown in Table 3.20.

Approximately 45% of all students personally know someone who has had or is planning to have an abortion (Item 44). For public school students this figure is 46%; for private school students, 35%; for males, 35%; for females, 57%; for white students, 43%; and for minority students, 54%.

TABLE 3.20

How do you feel about abortions?

(In percentages)

Private High School Students	Public High School Students	
6	19	A woman should have the right to have an abortion under any circumstances.
44	27	I feel it is morally wrong under any circumstances.
37	47	I feel under some circumstances it is okay.
13	7	Other

Attitudes toward Marijuana, Alcohol, and Hard Drugs

According to the results of this survey, since 1970 students have come to be more aware and approving of the use of marijuana. About 76% of all students personally know someone who uses marijuana regularly (Item 38), as compared to only 51% in 1970. Moreover, the level of awareness is above 73% among all the subgroups analyzed, except for rural schools where 67% of the students personally know a regular marijuana user.

More remarkably, about 72% of all students think marijuana is easily available to students in their school (Item 37), only 5% think it is not, and 23% don't know. Knowledge of the availability of marijuana differs with student grade and type of school as shown in Table 3.21.

TABLE 3.21

Is marijuana easily available to students who go to your school?

(In percentages)

Subgroup	Yes	No	Don't Know
Total Population	72	5	23
10th Graders	66	5	29
11th Graders	73	5	22
12th Graders	78	4	18
Rural Schools	63	6	31
Suburban Schools	73	4	23
Central City Schools/White	76	3	20
Central City Schools/Mixed	77	5	18
Central City Schools/Minority	74	5	21

In 1970, 26% of all students thought using marijuana should be legalized. Today, 48% think it should be, 36% think it should not be, and 16% are unsure. These results differ markedly from a 1974 national poll of 23,105 high school juniors and seniors who were asked, "Do you approve of the use of marijuana?" In the poll, published in the April 7, 1975 *Christian Science Monitor*, 65% of the students disapproved of the use of marijuana. Assuming the *Christian Science Monitor* sample to be representative of students nationally, one can conclude either that attitudes toward marijuana have changed considerably in one year or that Ohio students are more liberal on the marijuana issue than students nationally.

As with the availability of marijuana, there is some variation among the types of schools regarding its legalization: in rural schools, 35% of the students favor legalizing marijuana and 47% are opposed, whereas in the central city schools 53%-57% of the students favor legalization and only 28%-31% are opposed. Support for legalizing marijuana also increases with age: 45% of all 10th graders support this, 48% of all 11th graders do, and 53% of all 12th graders do.

About 79% of all students think alcohol is easily available to students in their school, 7% think it is not, and 14% don't know (Item 42). In contrast to the availability of marijuana, alcohol is, in the opinion of the students, more readily available to students in rural schools (85%) than in suburban schools (80%), central city white schools (79%), central city mixed schools (75%), or central city minority schools (63%). About 82% of the white students think alcohol is easily available to them, as compared to only 69% of the minority students. Although, overall, marijuana and alcohol are thought to be readily available by about the same proportion of students, alcohol seems to be more readily available to white students in rural schools, while marijuana is somewhat more readily available to minority students in central city schools.

While students seem to be quite aware of and tolerant toward using marijuana and alcohol, the same is not true of hard drugs. Fully 89% of all students agree that "hard drugs can ruin your life," while 4% disagree, and 6% are undecided (Item 36-i); moreover, this response pattern is virtually

constant over all the subgroups analyzed. About 39% of all students personally know someone who regularly uses hard drugs (Item 41); this proportion is 40% among students in public schools, 28% in private schools, 32% in rural schools, and 44% in central city mixed schools. Approximately 38% of all students think that hard drugs are easily available to students in their school, 16% think they are not, and 46% don't know (Item 40). Among public school students, 40% think hard drugs are easily available; among private school students, only 17% think so; for rural and suburban school students these percentages are 30 and 40, respectively. Responses to this question do not differ significantly by either race or sex.

Attitudes toward Current Issues

Students were presented a list of 27 current issues and problems and asked to indicate the extent of their concern (deep, some, or none) about each issue or problem (Item 49). Students were found to be deeply concerned about unemployment (62%), the breakdown of the family unit (62%), inflation (62%), pollution (61%), crime (57%), future energy needs (56%), the threat of war (52%), the depletion of natural resources (51%), and poverty (49%). From 40% to 49% of the students are deeply concerned about invasion of privacy, drug abuse, gun control, overpopulation, and taxes. From 30%-39% are deeply concerned about racial problems, the ERA, lack of confidence in government, and recession. From 20%-29% are deeply concerned about busing for desegregation, changing moral values, sexism, prison reform, and alcohol abuse. Finally, less than 15% of the students are deeply concerned about the Middle East, Southeast Asia refugee settlement in the U.S., and the Southeast Asia situation (which was the most important problem (61%) listed by students in 1970).

When asked to name which of the above problems and issues is the single most important one facing our country today (Item 51), students most often name unemployment (10%), inflation (10%), crime (10%), lack of confidence in government (10%), future energy needs (8%), the threat of

war (7%), breakdown of the family unit (5%), and drug abuse (5%). No other single issue or problem was thought to be the most critical by 5% or more of the students. The complete results for Item 51 are shown in Table 3.22.

TABLE 3.22

Which *one* of the issues or problems mentioned in Question 49 do you feel is the *most* critical issue or problem facing our country? (Check *one* only)

Percent	Issue
10	Crime
10	Inflation
10	Lack of confidence in the government
10	Unemployment
8	Need for energy in future
7	Threat of war
5	Breakdown of the family unit
5	Drug abuse
4	Changing moral values
4	Invasion of privacy by such organizations as the CIA and FBI
4	Overpopulation
3	Depletion of natural resources
3	Pollution
3	Poverty
3	Racial problems
3	Recession
2	Gun control
1	Alcohol abuse
1	Busing for desegregation
1	Capital punishment
1	Equal Rights Amendment
1	Middle East situation
1	Taxes
0	Prison reform
0	Sexism
0	Southeast Asia refugee settlement in the U.S.
0	Southeast Asia situation

Attitudes toward News Media

Students were asked to rate several sources of information as to their accuracy (Item 58). Rated very accurate or fairly accurate most often are television news (82%), parents (70%), and radio news (66%). Next most often rated very accurate or fairly accurate are magazines (59%), newspapers (57%), teachers (54%), school newspapers (49%), and textbooks (44%). Most often rated fairly *inaccurate* or very *inaccurate* are underground newspapers (43%) and school newspapers (15%). Textbooks are considered fairly or very *inaccurate* by 15% of the students. Seven percent of the students believe what teachers tell them is fairly or very *inaccurate*. The reason for this discrepancy in attitudes toward written versus spoken information is unknown.

Overall, students rated the reliability of sources of information much more highly in 1975 than in 1970. The major exception was school textbooks, which dropped from 56% in 1970 to 44% in 1975.

TABLE 3.23

Rate Each of the Following Sources of Information as to Their Accuracy

(In percentages)

Source		Very or Fairly Accurate 1970	1975
a.	Radio news	51	66
b.	Your school textbooks	56	44
c.	Television news	63	82
d.	What your friends tell you	13	23
e.	Newspaper news stories	30	57
f.	What your teachers tell you	51	54
g.	Underground newspapers	16	19
h.	Your school newspaper	55	49
i.	Magazines	N/A	59
j.	Your parents or guardians	N/A	70

D. Personal Issues

Personal Values

Students were asked to rate a list of things in their lives on a scale ranging from very important to very unimportant (Item 64). Rated "important" or "very important" by most students are: family (94%), friends (93%), being an individual (93%), fair treatment of all people (88%), and money (85%). It should be noted that 72% of all students consider family "very important," which is exactly the same percentage who reported the family "very important" in 1970, and 67% rated being an individual "very important." All the percentages of students rating each item as "very important" are given in Table 3.24.

TABLE 3.24

How important is each of the following things to you personally?
(The five responses are Very Important, Important, Neither Important nor Unimportant, Unimportant, Very Unimportant.)

(In percentages)

Very Important	Responses
72	Your family
67	Being an individual
59	Friends
51	Fair treatment of all people
43	Money
36	Equal treatment of both sexes
32	Music
30	Clothes
30	University education
29	Your school
26	Religion
22	Racial equality
18	Birth control
17	Being part of a group
11	Nonviolent protest
11	Your teachers

Things rated "important" and "very important" by a smaller proportion of students are school (78%), clothes (77%), equal treatment of both sexes (74%), music (71%), and a university education (64%). A third group rated "important" and "very important" by a still smaller proportion consists of racial equality (56%), teachers (54%), being part of a group (53%), religion (61%), and birth control (45%). Thirty-five percent of all students consider nonviolent protest "important" and "very important."

There is considerable variation in the response to this item across the subgroups, especially those defined by race and sex. In general, females rate family, friends, fair treatment, being an individual, clothes, equal treatment of the sexes, music, racial equality, religion, and birth control more highly than males. More males than females consider money "important" or "very important." Minority students rate family, fair treatment of all people, money, school, clothes, equal treatment of both sexes, a university education, racial equality, and birth control more highly than white students. A larger proportion of white students than minority students considers friends "important" and "very important."

Disagreements with Parents

In Item 63, the students were asked about issues of disagreement with their parents. Ohio students disagree most with their parents about curfew (36%), smoking (32%), alcohol (30%), proper attitudes (30%), and proper ways to spend free time (30%). Fewer minority students and seniors disagree with their parents about curfew than do other types of students. Academic students disagree less with their parents about smoking cigarettes and drinking alcoholic beverages than students in other programs. White students disagree with their parents more than minority students about proper attitudes and proper ways to spend free time.

From 24% to 28% of the students indicate disagreements on a variety of other issues—being neat, using drugs, choice of friends, hairstyle, dating habits, car privileges, clothes, and attending church. Females are much more likely to disagree about dating habits (33%) than males (18%), but males are much more likely to disagree about their hairstyle (39%) than females (14%). Choice of friends and choice of clothes are more likely to be issues with 10th graders (31% and 29%) than with 12th graders (23% and 20%). Minority students tend to disagree with their parents about using drugs (31%) somewhat more than white students (26%).

Sixteen percent or fewer of the students report disagreeing about marriage, moral issues, working at a steady job, and raising a family.

Disagreement on moral issues is dependent on sex and grade level: 19% of all 12th graders and 17% of all females disagree with their parents on this issue compared to 11% of all 10th graders and 13% of all males.

Allocation of Personal Time

Students were asked to estimate the amount of time they spend doing several different activities during a typical day (Item 59). It was found that students in every subgroup analyzed spend more time talking to friends (average 2½-3 hours per day) and watching TV (average 2½ hours) than on any other activities. On the average, females spend somewhat more time talking to their friends than males do, but both sexes watch the same amount of TV. On the other hand, students in both racial subgroups spend about the same amount of time talking to friends, but minority students watch more TV (about 3 hours per day) than white students (2 hours per day). Similarly, students in general and vocational-technical programs watch 3 hours of TV compared to 2 hours for academic students. A summary of Item 59 is shown in Table 3.25. When available, comparable 1970 percentages are given in parentheses.

TABLE 3.25

On a typical day, how much time do you spend doing each of the following?

(In percentages)

	None	1/2-2 hours	3 hours/ more
a. Listening to the radio	7	70 (64)	24
b. Watching TV	6 (29)	49 (48)	46 (23)
c. Talking to your parent or guardian	6 (10)	72 (72)	22
d. Talking to your teachers	24	64	13
e. Talking to your friends	1	45	53
f. Reading the local newspaper	21 (33)	78	0
g. Reading your school books	16 (38)	75	9
h. Listening to tapes or records	19	61 (37)	20
i. Reading underground newspapers	91	9	1
j. Reading magazines	31	68	2
k. Reading books during leisure time	36	55	9

Vocational Interests

In Item 60 students were asked to indicate the occupation they preferred to follow after finishing their schooling. The overwhelming choice of both sexes is "Professional/ Technical" (27% males, 40% females), reflecting no doubt the high social status of these occupations. The next most popular choice of occupation is "Other" (20% males, 19% females). The large response to this category is puzzling, since a fairly complete list of general occupational categories was supplied; perhaps it represents students' lack of knowledge about their preferred careers.

At this point, males and females diverge in their occupational choices. The third and fourth most popular occupations among females are clerical (15%) and service worker (9%); among males they are laborer (11%) and self-employed (11%). Craftsman/foreman was a close fifth with 10%. About 7% of all males would like a military career.

Preferred occupational choice does not differ significantly by either race or grade level.

It is interesting to note that although 27% of the males and 40% of the females would prefer a professional/technical occupation, only 12% of their fathers and 10% of their mothers are actually employed in this line of work (Items 8-a and 8-b). Indeed, the most usual occupation for fathers is laborer (29%) and for mothers is housewife (45%). This is evidence of our society's approval of social mobility. If life works out to these students' expectations (and 93% of them think it is "fairly likely" or "very likely" they will actually end up in their preferred occupation), this would represent significant change in the country's work force.

The National Longitudinal Survey of 1972 had a slightly different list of occupational choices so that exact numerical comparisons between it and this study are difficult to make. Nevertheless, professional/technical occupations were still the overwhelming choice of those students, followed by craftsman/foreman and self-employed for males and clerical and service worker for females.

Student Satisfaction

In the 1970 survey students were asked for their level of satisfaction with several areas of contact in their lives. The same question was repeated in 1975 (Item 14). The comparison of student responses for either "very satisfied" or "somewhat satisfied" is reported for several areas in Table 3.26.

In general it appears that high school students in Ohio are more satisfied with their life experiences in 1975 than was true of the students in the Spring of 1970. It is interesting to note, however, that the only area in the 1975 survey that had less than a 50% response of "very satisfied" or "somewhat satisfied" is "your student rights" (41%).

TABLE 3.26

How satisfied are you with the following?

(In percentages)

Area	1970	1975
Your friends	N/A	84
Radio	69	83
Yourself	58	80
Your home life	N/A	74
The subjects you are taking	67	73
Control over your own life	57	69
Your classmates	N/A	69
Your community	54	64
Your school	61	63
Your teachers	52	62
Television	52	62
Newspapers	48	58
Your student rights	N/A	41

CHAPTER IV. IMPLICATIONS FOR EDUCATORS

The discussion in this book has until now dealt with factual interpretation of the survey results. In this section, some implications of the results for educators and for those concerned about education are suggested.

Racial-Ethnic Implications

Results from the 1975 survey indicate that a proportionally small number of minorities are seniors (27% compared with 42% sophomores); this suggests that educators in the state might need to examine their efforts to reduce the rate of dropouts among minority students. Perhaps more special programs or curricular offerings need to be developed to meet specific educational needs of these students.

Less than half the high school students believe the races "get along well together." This means that educators need to examine carefully their efforts at developing positive attitudes regarding race relations. Social studies teachers should note that the students still think racism is a problem (80%). Students in central city schools are more concerned about racism than students in suburban schools, and these students are more concerned than students in rural schools. Moreover, minority students are more concerned about racism than Caucasian students.

Students believe that education is the most valuable way to improve race relations. Educators need to follow up on the suggestion and develop specific educational experiences that will clarify and improve associations among different racial-ethnic groups. The fact that students identify education as the best means to solve racial problems indicates that students trust the educational process and have hopes that it can improve racial-ethnic relationships.

Curriculum Implications

An overwhelming majority of Ohio's high school students think that "School should provide more help for students having trouble with subjects like math and reading." Ninety-one percent "agree strongly" or

"agree somewhat" with this statement; minority students tend to agree even more strongly than white students. Furthermore, a large majority of students think that "School should place more emphasis on basic academic subjects (math, science, English, etc.)." The message to Ohio's educators is clear: spend more time teaching the basic subjects.

A large majority of the students (71%) think their school subjects should be made more interesting; this suggests a strong need for educators to examine current teaching practices, as well as curricular materials. In general, the methods and materials may be very appropriate, but the students may not see their relevance. Efforts need to be made to improve communications with students about curricular materials and teaching methods.

The state department of public instruction in Ohio has maintained a strong interest in drug education. Most of the students have been exposed to drug education (77%), and more students feel that drug education ought to be taught by school personnel (71%) than by relatives (11%).

A comprehensive drug education program should be concerned with alcohol and cigarette smoking as well as marijuana and hard drugs. Apparently the seriousness of alcohol use is not recognized by students as a very major problem, however. A sizable percentage of the students (77%) reported personal knowledge of people who use alcohol regularly. Yet, a list of "major problems at your high school" shows drug abuse to be the top item (29%) with alcohol in a middle position (13%).

A sizable proportion of students felt that sex education should be taught by school personnel (69%), and 75% indicated that they had had a course which included sex education. Ohio, like many states, has experienced some occasional local outbursts of feelings against sex education. This state is located near Kanawha County, West Virginia, where there has been a textbook controversy which also revealed objections to curriculum materials with sexual references. Whatever the objections of their parents, a large majority of Ohio's high school students (even those in rural schools) think that sex education is better taught by school personnel.

Abortion has been thought too controversial a topic for the curriculum in some districts. Nevertheless, a sizable percentage of Ohio students reported that they know someone who was involved in an abortion, and a majority think it is morally acceptable at least under some circumstances.

If the local pressures in a given district prevent the discussion of this topic in the classroom, other school and community options should be carefully examined. What kinds of assistance do counselors now give, for example, to the pregnant student? Some counselors appear to rule out the possibility of abortion, while others may suggest it. How many Ohio counselors have seriously discussed the ethical considerations involved in counseling a young client on this topic?

Career Education and the Balanced School Program

Some observations are in order concerning career education. Ohio has built a significant reputation in this movement. The Industrial Arts Curriculum Project and the School-Based-Model of the USOE Career Education master plan came from Ohio State University. The opinions from the Ohio students in this survey suggest that some of the major goals of the career education movement remain to be accomplished.

A high percentage (62%) of the students expressed worry over unemployment. This issue tied for the highest percentage out of a field of 27 issues. Yet, despite their worry over unemployment, these students did not express increasingly clear-cut vocational choices by grade. From a large array of choices, the greatest percentage (33%) checked "Professional/Technical (teacher, doctor, technician, clergy, etc.)" for the occupation they would prefer to follow after they finished their schooling. Their preferences did not shift significantly by grade as one would have expected given the emphasis upon decision making in the exploration of career clusters in the secondary curriculum. Perhaps Ohio educators should evaluate their present decision making curriculum materials in order to better focus their students' career plans.

A related finding may be applied to the hoped-for new role of the counselor in the USOE School-Based-Model for career education. Since the appearance of this major career education model in 1971, it has been thought that the counselor's function would increasingly be career oriented—even to the extent of becoming in part a placement bureau for the school's dropouts, as well as for all the graduates. Yet, when asked the question "Does your school have written information available for you to make a choice of college or technical school?" 10% said they did not know. The next question read, "Does your school provide adequate information about how and where to find a job?" This time 33% answered "no" and 38% indicated "don't know."

Counselors must plan ways to meet the increased career education role defined for them by the USOE model. They must seek ways to provide more varied career counseling experiences despite frequently excessive pupil/counselor ratios assigned to them.

In the late 1960s, Black activists often criticized schools, especially counselors, for channeling minority students into vocational-technical programs rather than into college-bound tracks. In 1971-72, some superintendents in the major career education pilot test sites reported that their minority students were suspicious of the career education movement due to a fear that their horizons would be limited. In view of such fears, it is significant to observe that a higher percent of Ohio's minority students in this study were enrolled in vocational-technical programs (28%) than were the white students (17%). Further, a higher percent of minority students asked for an increase in the number of vocational-technical courses than did the white students.

General Implications for Teachers and Administrators

In general, the students appeared to be asking for teachers who can communicate with them. They asked for teachers who listened to students' views more (41%), explained the subject matter better and more clearly (42%), and gave individual attention (26%), rather than for teachers who knew more about the subject (11%). Teachers need to improve their communication with students and avoid favoritism toward certain individuals (27%, a high figure, identified favoritism as a major problem). A sizable percentage of students thought they should share in planning the content of courses (88%).

There is probably no single remedy to inadequate communication with students. Establishing and maintaining trust must be a factor, and it does appear, for more students felt that they could talk to teachers about personal problems (42%) than they could with counselors (35%). Only a few (2%) felt they could discuss such a problem with a principal. Listening skills need to be improved. Perhaps educators need to explore new interaction analysis instruments that could be used to improve student-faculty relationships. Group discussions need to be conducted more skillfully. There should be more shared planning of the curriculum beyond the initial community involvement which occurs during a needs assessment. The students would like a greater range of choices in selecting their

courses, and they want to participate more fully in the enfranchisement of their learning experiences when they arrive in the classroom.

Implications about Students' Attitudes toward Education

While a large majority (74%) of the students think that a high school education is worth all the time and effort it requires, 13% are unsure and 13% disagree. Thus, over a quarter of the students have yet to be convinced that they are spending their time wisely by staying in school. Similarly, 70% of all students believe than an educated person can advance more rapidly in business and industry, 18% disagree with this statement, and 13% are unsure.

There is some evidence that students' support for education has declined since 1970. In 1970, 54% of all students felt that the more education a person has, the more that person will enjoy life; only 35% of the students in 1975 believed this. Moreover, 65% of the students in 1970 felt that education helps a person use leisure time to better advantage, compared to 54% in 1975.

Educators in Ohio are, therefore, faced with a sizable minority of students who are unsure about the usefulness of a high school education, and this minority may be increasing rather than decreasing with time. Since students' attitudes toward education are based largely on their experience in school, educators are challenged to convince the students through performance, rather than promises, of the direct usefulness of education in their lives.

Implications for Local Surveys

It is anticipated that local high schools and school districts can use the results of the statewide survey for comparison purposes at the local level. For example, a particular district or building might conduct a survey of its own, either by using the instrument in Appendix A or by developing a local instrument. Data from the local survey can be examined carefully to determine attitudes that students have toward school, social and personal issues, and so forth in comparison to students at the statewide level. Information from the locally conducted survey and/or the statewide survey reported in this book can be used as a catalyst for curriculum evaluation, teaching practices, and more open communication about educational problems or opinions found at the local level.

APPENDIX B

STATISTICAL AND TECHNICAL CONSIDERATIONS

Sample Design

The students participating in this survey were selected according to a designed probability sample. This was done in order to make valid generalizations of the survey results to the population of all Ohio high school students and to estimate the error involved in doing so.

In the first step of the sampling, each Ohio high school was assigned to a stratum (that is, a subgroup of high schools) according to the following criteria:

1. Financial support of school (public and private)

2. Demographic type of school:[1]

   a. Rural schools—not located in a Standard Metropolitan Statistical Area (SMSA) as defined by the Census Bureau

   b. Suburban schools—located in SMSAs, but not in central cities

   c. Central City White schools—located in central cities of SMSAs and having less than 5% minority enrollment

   d. Central City Mixed schools—located in central cities of SMSAs and having 5%-50% minority enrollment

   e. Central City Minority schools—located in central cities of SMSAs and having more than 50% minority enrollment

[1]This information was obtained from the Ohio Department of Education's list of school enrollments for the first full week of October 1974.

A chart summarizing the whole stratification scheme is given in Figure B.1. A map of the state of Ohio showing the location of SMSAs and central cities is reproduced in Figure B.2.

A "systematic random sample" of 54 schools was then taken from a listing of the schools arranged by stratum; that is, from each stratum, every Kth school was selected after a random start. The length of the skip interval, K, is different for each stratum and is a function of the total number of schools, as well as of the number of schools sampled within the stratum.

In each stratum, the school list was arranged in alphabetical order by county name, by district name within county, and by school name within district. This kind of random sampling yields results similar to those that would have been obtained from ordinary random sampling in strata defined by county and district, as well as by financial support and demographic type. This method is likely to yield results more precise than those obtained from ordinary random sampling without stratification if the schools within the strata are more homogeneous than the schools across different strata.

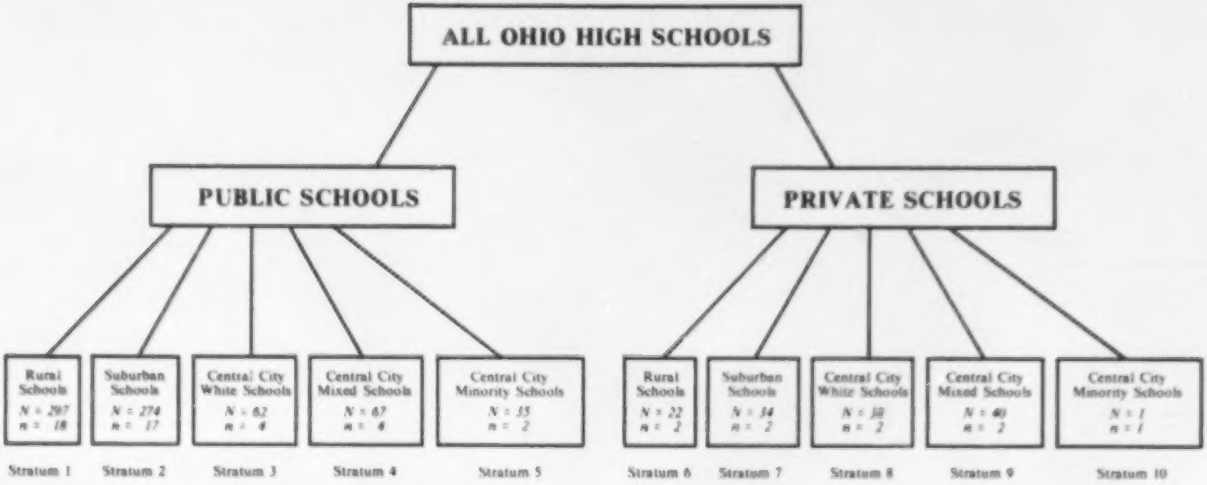
Three of the schools that were selected (in Strata 1, 2, and 10) chose not to participate in the survey. Each school was replaced by randomly selected alternates from the same stratum.

A systematic random subsample of the students in each participating school was then drawn from current rosters supplied by the school. Except for Strata 5 and 10, 11.25% of the students in each school were sampled; in Strata 5 and 10 (central city minority schools), the subsampling fraction was 15%. A total sample size of 4,500 students resulted.

The student subsamples were stratified by grade level and sex; that is to say, separate subsamples were drawn in each school for each of the six possible combinations of grade and sex. In schools where racial-ethnic and curricular information about the students was available, the subsample was further stratified on these variables.

Administration of the Questionnaire

With one exception, the questionnaire was administered in all the high schools during the period from November 20, 1975, to December 15,


ALL OHIO HIGH SCHOOLS
PUBLIC SCHOOLS
PRIVATE SCHOOLS
Rural Schools N = 297 n = 18
Suburban Schools N = 274 n = 17
Central City White Schools N = 62 n = 4
Central City Mixed Schools N = 67 n = 4
Central City Minority Schools N = 35 n = 2
Rural Schools N = 22 n = 2
Suburban Schools N = 34 n = 2
Central City White Schools N = 38 n = 2
Central City Mixed Schools N = 40 n = 2
Central City Minority Schools N = 1 n = 1
Stratum 1
Stratum 2
Stratum 3
Stratum 4
Stratum 5
Stratum 6
Stratum 7
Stratum 8
Stratum 9
Stratum 10

NOTE: *N* is the total number of schools in the stratum.
n is the number of schools in the stratum selected for the sample.

Figure B.1 Stratification of the sample by support and demographic type of school

Figure B.2 Counties, Standard Metropolitan Statistical Areas, and central cities of Ohio

1975. One of the participating schools was unable to administer the questionnaire until late January 1976.

All students participating in the survey were brought together to answer the questionnaire. Sessions were scheduled at times and locations convenient to the schools, but whenever possible, on Tuesdays, Wednesdays, and Thursdays.

The administration staff consisted of Ohio Department of Education personnel and college students living in Columbus, Ohio. The number of test administrators assigned to each school depended on the size of the school, and whenever possible their racial-ethnic background matched the racial-ethnic composition of the school.

Students marked their answers directly on the questionnaire folders.

Follow-Up Administration of the Questionnaire

The response rate for the first administration of the questionnaire varied from 36% to 100% of the students selected per school. In an effort to improve the validity of the results, a follow-up session was scheduled for schools with a response rate below 70%. These sessions were conducted during late January and early February 1976. A final sample size of 3,849 (86% of the original sample) resulted.

Data Processing and Computation of Tables

Data were key-taped from the answer folders and keyverified. The tables in Volume II were calculated and printed by a computer program developed by The American College Testing Program, Iowa City, Iowa. The computations were done at the University of Iowa Computer Center.

A tape file containing all of the survey data is in the possession of the Ohio Department of Education.

Accuracy of the Sample Estimates

The results of the survey are reported as proportions of all Ohio high school students who would respond to the various alternatives in the items if they were asked. These proportions are estimates derived from a

sample of 3,849 students. Like any estimates based on a sample survey, they are subject to two kinds of errors—sampling errors and nonsampling errors. The overall accuracy of the estimates is determined by the joint effects of both kinds of errors.

Sampling errors occur because observations are made only on a sample of the population rather than on the entire population. The particular sample is one of a large number of all possible samples of the same design that could have been selected. Estimates derived from each of the different possible samples would differ from each other. Sampling error is caused by the variation in responses from sample to sample.

Nonsampling errors occur in a census as well as in a sample. They can be attributed to many sources; e.g., coverage errors, inability to obtain information about all cases in the sample, respondents' inability or unwillingness to provide correct information, mistakes in recording or coding the data, and processing errors.

Sampling Error [2]

Sampling error is often expressed by a quantity called the "standard error." The standard error of a survey estimate is a measure of the variation among the estimates from all possible samples resulting from a particular sample design. It is thus a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples. In general, the smaller the standard error of a survey estimate, the more precise that estimate is.

As calculated in this study, the standard error also partially measures the effect of certain nonsampling errors but does not measure any systematic biases caused by them. Bias is the difference, averaged over all possible samples, between the estimate and the desired value. Obviously, the accuracy of a survey result depends on both the sampling and nonsampling errors measured by the standard error and the bias not measured by the standard error.

[2]Part of this discussion is adapted from Maria Gonzalez, Jack L. Ogus, Gary Shapiro, and Benjamin J. Tepping, "Standards for Discussion and Presentation of Errors in Survey and Census Data," *Journal of the American Statistical Association* 70 (1975), 351, Whole Pt. II.

It is possible to estimate the standard error of a survey estimate from the data. The original survey estimate and the estimate of its standard error then permit one to construct interval estimates with prescribed confidence that the interval includes the average result of all possible samples (of a given design).

To illustrate, if all possible samples of a given design were selected, each of these surveyed under essentially the same conditions, and an estimate and its estimated standard error calculated from each sample, then approximately 95% of the intervals from two standard errors below the estimate to two standard errors above the estimate would include the average value of all possible samples. The interval from two standard errors below the estimate to two standard errors above the estimate is called a 95% confidence interval.

Below each estimated proportion in Volume II of this report, the half-width of a 95% confidence interval for the estimate is given. For example, the estimated proportion of sophomores in public schools (Item 1) is .37, and the corresponding 95% confidence interval is .37 ± .01.

In this study, most 95% confidence interval half-widths for estimated proportions of the whole population are in the range .01 to .03. The 95% confidence interval half-widths for subgroups of students are generally larger, due to the smaller sample sizes involved in computing them.

The 95% confidence interval half-widths for the three central city school subgroups are generally much larger than those for the other subgroups. The reason for this relative imprecision is that the central city schools are apparently much more heterogeneous in their students' attitudes than other schools. In other words, students' attitudes in one central city school may be greatly different from students' attitudes in another central city school in another part of the state. This is not generally true of students in rural and suburban schools, however.

Nonsampling Errors—Nonresponse

The schools participating in this survey were selected according to a random sampling plan designed to insure representativeness with regard

to school financial support and demographic type. Three of the 54 schools originally selected chose not to participate, however, and were replaced by randomly selected alternatives from the same strata. All three nonparticipating schools are publicly supported; one is rural, another suburban, and the third central city minority.

Excluding these schools from the survey introduces the possibility of bias in the results. If students in the nonparticipating schools were distinctly different from the rest of the population in how they would have responded to the questionnaire, then the survey results would not be accurate. The practical effect of this bias on the overall estimates is probably not significant because only a small part of the sample was involved and because the refusals were replaced by schools that are similar to them (in the sense of belonging to the same stratum).

The bias due to nonparticipation of schools might be significant for inferences about the central city minority schools by themselves, however. The survey results indicate that central city schools with minority enrollments above 5% are much more diverse than other types of schools. Since one of the nonparticipating schools was a central city minority school, the inferences for this subgroup might be biased. In the absence of data describing the students in this school, it is difficult to give a numerical estimate of the bias, however.

A second source of nonsampling error is student nonresponse. In most of the surveyed schools, students were given only one chance to respond to the questionnaire; those who were not present at the questionnaire administration for whatever reason were excluded from the sample. An exception to this was in schools with an initial response rate of less than 70%. In these schools, the questionnaire was administered once more. The final response rates are summarized by stratum in Table B.1. The overall response rate is 86%.

Note that the response rate in private schools is high, but in public central city minority schools it is rather low. This would indicate that estimates for private school students are least susceptible to nonresponse bias and estimates for minority students in central city schools are more susceptible.

TABLE B.1

Student Response Rate by Stratum

Demographic Type of School	Control of School	
	Public	Private
Rural	76%	98%
Suburban	88%	85%
Central City White	74%	95%
Central City Mixed	79%	83%
Central City Minority	56%	97%

Student nonresponse can occur for a number of reasons, and each has different implications on the validity of the sample. These are summarized below.

Some students had dropped out since the rosters from which they were selected had been compiled. Since the population under study consists only of those students who are enrolled in Ohio high schools (as opposed to all adolescents of high school age), this nonresponse by definition cannot be considered a survey error.

Of the 14% overall nonresponse rate, about 9% is attributable to absenteeism from school. This figure must, however, be considered in two separate components: temporary absenteeism and chronic absenteeism.

Some students were unable to attend school when the questionnaire was administered because they were ill, had dental appointments, or were otherwise temporarily absent. Because these conditions are only very tenuously related to most of the attitudes measured on the questionnaire, they do not significantly bias the results.

Some students are chronically absent from school for reasons other than illness, such as their disliking school. Because it was not economically feasible to identify and follow up these students, *the generalizability of the estimates in this report must be curtailed to include only those students who regularly attend school.*

Another source of nonresponse is attributable to students who attend school regularly, but were unable to complete the questionnaire because of other commitments. In particular, there is evidence that in some schools many of the nonrespondents were vocational-technical and general curriculum students who had to work when the questionnaire was administered. This was tested by analyzing responses to selected items separately by time of testing in three schools where make-up sessions were held. In two of these schools there was a significantly ($\alpha = .05$) larger proportion of vocational-technical and general curriculum students at the follow-up administration.

In all three schools, the two groups of students did not, however, significantly differ with regard to sex, race, and grade level, nor in their responses to the questions, "Is marijuana easily available to students who go to your school?" "Do you think people should have the legal right to smoke marijuana?" "Do you personally know anyone who uses hard drugs regularly?" "Do you feel you have a significant part in choosing the subjects you want to study in high school?" In one of the schools, significantly more of the follow-up group thought abortion is morally wrong under any circumstances than did the initial group, and in two schools significantly more of the follow-up group have never used their high school counselors' services than the initial group. In one of the schools, the follow-up students had significantly more limited educational plans than the initial students.

Although it is risky to extrapolate from the results of three schools, one could expect that the effect of student nonresponse in the other schools is very much item-specific. There is also some evidence to indicate that the nonrespondents major in vocational-technical and general curricula more than does the population as a whole.

Another kind of nonresponse occurs when respondents omit answering some of the items in the questionnaire. In this survey, students were explicitly told they could skip any item they preferred not to answer. This

was done to maximize their confidence in the research nature of the study and to minimize any tendency they might have to answer questions falsely because some response options were more socially desirable. Despite this policy, the omission rate is less than 4% for the overwhelming majority of items. Any resulting bias is, therefore, likely to be insignificant for these items.

The omission rate for some items should be noted, however. Items 29-34 were omitted by about 8.5-9% of the respondents and Items 56-57 were omitted by about 11.5%. The large omission rate for both these items is almost surely due to their unusual placement in the questionnaire (refer to the sample copy in Appendix A). The bias resulting from this is probably not significant, for it is difficult to conclude that the ability to recognize these items would relate to one's attitudes on sex and drug education and on women's issues.

Items 7-a, 8-a, 8-b, and 9 were omitted by 4.5-6% of the students. A possible cause for these omissions is that the students did not know the correct answer but overlooked the "Do not know" response. It is interesting to note that there were about twice as many omits on Item 7-a (father's education) as on Item 7-b (mother's education).

Items 16-a, 16-b, and 51 were omitted by 25-30%. A likely cause for these large omission rates is the difficulty of the questions ("What do you like best/least about your high school?" "What is the most critical issue facing our country?") Because these omission rates are so large, the estimated proportions for the responses to these items should be used with caution.

Nonsampling Errors—Questionnaire Invalidity

The survey questionnaire was reviewed by Ohio Department of Education personnel, by Dr. William Sewell (Vilas Research Professor of Sociology at the University of Wisconsin), and by a panel of ten high school students, for length, clarity, and neutrality of the items. In addition, the questionnaire was field-tested on a sample of 143 Iowa high school students representative of the demographic characteristics of Ohio students, and revisions were made as needed. We are, therefore, confident that there was little, if any, misinterpretation of the questions and response options by the students in the sample.

There is, however, an invalid aspect to part of the questionnaire, namely, to those questions marked "Check all that apply." Because a blank response to an option in this kind of item is interpreted to mean that the option does not apply, there is no way to distinguish between the situation in which a student responded to the item, but no option applied, and the situation in which the student simply omitted the item. The potential effect is, therefore, to underestimate the proportion of students to whom the option applies. The fraction of the sample who did not respond to any of the options is listed in Table B.2 for each "Check all that apply" item. The overall proportion for the response option can be roughly estimated to lie between the proportion listed in Volume II and the proportion incremented by the amount shown in Table B.2.

TABLE B.2

The Proportion of the Sample Who Did Not Respond to Any Option in the "Check All That Apply" Items

Item Number	Subject	Nonresponse Proportion
10	Suggestions for improving instruction	.02
13	Changes in course offerings	.01
17*	Major problems at school	.02
19	Who should make school rules	.01
20	Who should handle discipline	.01
31	Who should teach sex education	.04
33-a	Who should teach drug education	.02
50	What issues have you studied	.07
53	Tolerance for other people	.06
63	Disagreements with parents	.05

*Respondents were instructed to check at least one but not more than three options to this item.

Nonsampling Errors—Mistakes in Coding and Computation

The marked questionnaire folders were converted to machine-readable format by keytape and were then keyverified and manually verified. In our experience, the error rate for this process is negligible.

During the computations it was discovered that two tape records had an invalid response to Item 24-a. These records were treated as omits in computing the estimated proportions for that item.

The computer program used to produce the tables in Volume II was checked against hand-calculated values from two different data sets (one of which was a subset of the Ohio data) and found to be in agreement. It is unlikely, therefore, that computer coding errors are a source of error in the results.

When possible, estimates were used that take into account the total enrollment in each stratum. Unfortunately, October 1975 enrollments were not known for all schools at the time the processing was done. In all cases where this information was missing (97 out of 735 public schools and 35 out of 135 private schools), October 1974 enrollments were substituted; a potential nonsampling error is, therefore, introduced.

Actually, the enrollments in each stratum are used in the calculations only in terms of their fraction of the total enrollment. Considered as proportions, the estimated and true October 1975 enrollments in each stratum are virtually identical; thus, the practical effect of this error is negligible.

Nonsampling Errors—Time Changes in Attitudes

Data for this survey were collected over a period of 10 weeks, rather than simultaneously. Therefore, radical changes in student attitudes over this 10-week period would bias the results.

Most of the background information on the students (such as sex, age, grade level, and parents' occupations) would change little, if any, during this period. Attitudes toward the social and personal issues measured in

this study would also probably not change very much. Thus, one can be confident that time changes are not an important bias in the background and social issues items. The situation regarding attitude toward school issues items is less clear: because the test administration period spanned two semesters, it is entirely possible that students' attitudes toward school were influenced by their last semester's grades, their new courses, their new teachers, and possibly other factors.

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